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ABSTRACT

In this report on student achievement in Edison Schools, the American Federation of Teachers compares student performance on state assessments in 2000-01 in each Edison-run school with other comparable schools in the state, generally those schools with the same grade level and similar populations of low-income students. These comparisons include 80 Edison-run schools and approximately 3,500 comparison schools. The methods used to assess student achievement in Edison-run schools are the same methods used to evaluate achievement in other public schools. Following are some of the AFT's findings: Averaged across all states, the typical Edison school performed below average. The typical Edison school improved modestly after poor first-year student achievement but not enough to reach average in its comparison group. Predominantly African-American schools managed by Edison ranked well below average compared with other public schools in their comparison groups. The report states that the outlook for Edison's prospects appears mixed. The findings are presented in text and supplemented by 25 tables and 4 figures. Additional information, including academic performance in Edison schools in 1999-2000, is included in four appendices. (Contains 20 footnotes and 10 references.) (WFA)

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UPDATE ON STUDENT ACHIEVEMENT FOR EDISON SCHOOLS INC.

February 2003

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Executive Summary

Parents, teachers, policymakers and private citizens are hungry for solutions to the disappointing student achievement levels that plague many schools, particularly those serving high concentrations of poor children. Remedies for school woes tend to be slow acting, so the claim of swift and substantial improvement in student achievement can pique the interest of even the most skeptical education official. It certainly fueled support for the idea that private management of public schools would be a magic bullet for turning around lagging achievement.

In many ways, this is how Edison Schools Inc. gained a foothold in the public education "market." Edison offered an attractive package of educational services—longer school days and years, an emphasis on technology, well-regarded packaged curricula (such as the *Success for All* reading program) and a stated commitment to professional development. Even in the absence of a track record, Edison's appeal and the assumption that private management would be superior to public helped the company secure many enthusiastic and hopeful clients.

More than seven years after the first school opened its doors under Edison's management, the company has amassed a revealing track record. Edison Schools Inc. can boast of some successes, but it must also account for a substantial number of schools that have significantly lagged behind comparable public schools.

Although Edison is one of the most established providers of school management services, there have been few external evaluations of student achievement in its schools. Until recently, the company's promotional claims and self-assessments have largely gone unscrutinized, with the exception of a handful of external evaluations of a few Edison schools that found a mixed or negative record. Edison has produced several reports that purport to show progress in raising student achievement in the schools it operates. But according to a 2002 report by the U.S. General Accounting Office, Edison's reports have lacked a necessary component of a program effectiveness study—data on comparable students who are not in its program.* In other words, unless you compare students in Edison schools to similar students in non-Edison schools, you cannot determine whether the Edison program is more, less, or just as effective in raising achievement. The AFT's reports include data on comparable students.

The American Federation of Teachers produced two previous reports (in 1998 and 2000) that compiled student achievement data for Edison-managed schools. The methods used in the three AFT reports to look at student achievement in Edison schools are the same methods used to evaluate regular public schools. They show markedly different results than those reported by Edison Schools Inc.

In this update on student achievement in Edison Schools, the AFT compares student performance on state assessments in 2000-01 (the most recent data publicly available) in each Edison-run school to other comparable schools in the state—generally those schools with the same grade levels and similar populations of low-income students. These comparisons include 80 Edison-run schools and approximately 3,500 comparison schools.

The average math and reading score of each Edison school is ranked among the comparison schools (usually 40 schools including the Edison school), and the rank is then converted into a decile scale ranging from "1" (lowest possible) to "10" (highest possible). By definition, the average rank of other public schools in the comparison is always a "5.5." Averaged across all states, the typical Edison school performed below average—even the company's longer-running schools.

- First-year schools, those opened during 2000-01, averaged rankings of "3.6" in math and "3.5" in reading, *well below* the "5.5" average for other schools in the comparison group.

- The typical Edison school *improved modestly* after poor first-year student achievement, but not enough to reach average in its peer group. Schools opened before 1998-99 had an average rank of "4.3" (on a scale of 10) in both math and reading—still below the "5.5" average for other schools in the comparison group.

- Only in Colorado did the majority of Edison schools rank *above average* among similar schools.

- The majority of Edison schools ranked *below average* on student achievement in California, Delaware, Florida, Georgia, Illinois, Kansas, Maryland, Michigan, Missouri, New Jersey, New York, North Carolina, Pennsylvania and Wisconsin.

- Edison schools in Connecticut, the District of Columbia, Massachusetts, Minnesota and Texas ranked *about average* when student achievement was matched with comparable schools.

Predominantly African-American schools managed by Edison ranked well below average compared to other public schools in their comparison group (e.g., schools chosen without regard for ethnicity that serve the same grades, take the same tests and have a similar proportion of low-income students). No convincing evidence indicates these schools were improving at a faster rate than other public schools (a claim made by Edison) in their peer group.

The current outlook for Edison's prospects appears mixed. The company has struggled to raise student achievement in many of the schools it runs. Complaints from school districts where Edison has operated schools have garnered the company unflattering attention. And Edison has lost contracts to operate scores of schools it once managed, including 30 of 64 schools in districts that contracted with Edison in the company's first four years of operation. Nevertheless, Edison is still the largest private manager of public schools in the United States. Moreover, it recently announced plans to explore ventures in the United Kingdom, and several states have approved the company as a provider of supplemental educational services to schools deemed low-performing under provisions of the federal reauthorization of the Elementary and Secondary Education Act—known as the No Child Left Behind Act, which became law in January 2002.

In light of Edison's ongoing presence in the education and business arenas, it remains crucial that school districts, parents, and the public have access to external evaluations of Edison's track record to compare against company claims. To date, this AFT report, as well as

other external evaluations, indicates that, when it comes to Edison, the magic bullet of private management of public schools is not hitting its target. This is not an excuse or justification for poor performance in traditional public schools, where it exists. It is to say, that, in most cases, the private companies are doing even worse. It is our hope that this report will contribute to an understanding of the effects of privately managed public schools and other efforts to strengthen student achievement in American schools.

* As this report went to press, Edison Schools Inc. issued a press release in advance of the publication of its Fifth Annual Report on School Performance. The release claims that the as yet unpublished report includes data about student achievement both in Edison schools and in comparable schools "in the locales where Edison is working."

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UPDATE ON STUDENT ACHIEVEMENT FOR EDISON SCHOOLS INC.

Background

Although Edison currently operates 150 schools, few independent studies of student achievement in its schools exist. In addition to limited evaluations of the *Success for All* program in four of the early Edison schools, conducted by Robert Mislevy of the Educational Testing Service,[1] the school districts of Dade County Florida (Gomez and Shay, 2001); Minneapolis, Minnesota (2001); and Dallas, Texas (2002) have conducted rigorous evaluations of their Edison schools. The Western Michigan University Evaluation Center also studied several of Edison's earliest schools in detail (Miron and Applegate, 2000).[2] Each of these evaluations found that Edison's record was mixed or negative. In addition, the official state evaluation of charter schools in Michigan (Horn and Miron, 2000) reached similar conclusions about the schools managed by Edison.

For the past five years, Edison has published its own annual evaluations of student achievement in company-operated schools. In addition, Edison has regularly issued press releases touting achievement gains in individual schools as evidence of the company's effectiveness in improving student performance. Most troubling to observers, Edison does not use a methodology that allows a comparison of its results to comparable public schools in the states where the company operates schools. Nor has it reported the results of school district or other independent evaluations of its schools. In July 2000, Edison announced (Edison press release, July 20, 2000) that it had commissioned the RAND Corporation to provide an ongoing analysis of its schools' performance.[3] However, the Rand evaluation will not be finished until 2004, four years after Edison announced the contract (and nine years after opening its first school).[4]

Edison reported that student achievement gains in its schools outpace those of students in the 50 largest school districts in the United States and repeated this claim in public statements,

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[1] Robert Mislevy completed three primary reading studies in Wichita, Kan.; three in Mount Clemens, Mich.; two in Colorado Springs, Colo.; and one in Sherman, Texas. All nine studies are posted online at http://www.aft.org/research/edisonproject/sfa/.

[2] The National Education Association provided most of the funding for the Miron-Applegate study. Edison has attempted to discredit this study by labeling it as a teacher union study. However, university-sponsored research activities involve independence, copyright ownership by the university, and no restrictions on the publication of results, favorable or unfavorable.

[3] "Edison Schools Commissions RAND to Provide Ongoing Analysis of Its School Performance." http://www.corporate-ir.net/ireye/ir_site.zhtml?ticker=edsn&script=460&layout=-6&item_id=105847.

[4] RAND's three-year, independent evaluation of Edison's schools examines student achievement outcomes as well as the implementation of Edison's academic program in a variety of Edison schools around the country using a case-study methodology. According to a recent report by the U.S. General Accounting Office (2002), "RAND plans to compare the scores of individual Edison students to those of traditional public school students with similar characteristics. Since it is often difficult to gather individual level student data, RAND will also compare Edison data, either at the grade or school level, to publicly available state data at that same level. RAND expects to publish its findings in 2004."

newspaper advertisements and company sales materials. Edison explains that it calculates its claim of a "systemwide" gain by averaging the achievement gains of individual grades and individual schools, which use different tests in different states. Edison gains then are compared to a group of city districts that may use different tests for different years in different cities and states. Critics of the Edison approach claim that by using this technique, large urban school districts such as Cleveland, Ohio, also show a similarly impressive pattern of improvement. Critics also charge that Edison schools frequently start at such low performance levels that large achievement gains are practically a certainty.[5] Edison has not publicly released the study or the data on which the company bases its finding, which means that others are not able to verify the company's claims.

Improving student achievement is important. However, school districts and charter school boards that contract with Edison do not contract with the company to improve student achievement within an Edison "system." They seek Edison's help to raise student achievement **when compared to other schools in their district or state with similar student populations**. The Dallas Independent School District even specified in its contract that the district could terminate its agreement any time after two years if Edison students fail in aggregate to perform as well or better than comparable students in comparable district schools as measured by the Dallas School Effectiveness Index. In fact, after two years of Edison management, Dallas was not satisfied with Edison's achievement results and has terminated its contract for all seven schools.

In a recent report on the effectiveness of private management of public schools, the U.S. General Accounting Office (U.S. GAO, 2002) dismissed Edison's own evaluations of improved student achievement for similar reasons.[6] Edison publishes year-to-year comparisons of standardized test scores but the GAO concluded that the comparisons lacked a necessary component of a program effectiveness study—data on comparable students who are not in Edison programs. The company failed to demonstrate that gains in their schools are specifically the result of company programs. For a more complete description of the GAO study and its findings, see Appendix C.

Methodology

In order to evaluate student performance in each Edison school, our study uses data made available by the Education Trust on its Web site for school years 2000-01 (the most recent data available on this Web site).[7] The Education Trust, an independent nonprofit agency, promotes high academic achievement for all students.[8] The data accessed through Education Trust came from a U. S. Department of Education database created by the American Institutes for Research.

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[5] Jacques Steinberg and Diana Enriques, "Complex Calculations on Academics," *New York Times*, July 16, 2002.

[6] United States General Accounting Office, *Insufficient Research to Determine Effectiveness of Selected Private Education Companies*, October 2002, GAO-03-11.

[7] http://64.224.125.0/dtm/. The 2001-02 data were posted in fall 2002.

[8] The American Association for Higher Education established the Education Trust in 1990 as a special project to encourage colleges and universities to support K-12 reform efforts. Since then, the Education Trust has grown into an independent nonprofit organization whose mission is to make schools and colleges work for all of the young people they serve.

According to Education Trust, it is the largest database on student achievement in U.S. public schools, as well as the first to integrate demographic information and assessment scores at the school level for almost all of the nation's schools.

The Education Trust data include state assessment results for nearly every school in the United States, as well as information on the ethnic composition of each school and the percentage of students qualifying for free and reduced-price lunch. The performance of each Edison-run school on state assessments is compared to similar schools in the state—generally those schools with the same grade levels and similar levels of low-income students. The average math and reading score of each Edison school is ranked among the comparison schools (usually 40 schools including the Edison school), and the rank is converted into a decile scale ranging from "1" (lowest possible) to "10" (highest possible). Tests other than math and reading (e.g., science and writing) are not studied, but the analysis includes every grade tested by a state (most states tested a limited number of grades in 2000-01.

Separately, our analysis includes data from California and Texas comparing Edison-operated schools in those states with other similar public schools. Both California and Texas have established highly regarded school assessment systems that evaluate student performance by comparing school results to those of similar schools. The California State Assessment System ranks all public schools among demographically similar schools (based on the School Comparability Index) using a decile ranking system. The Texas Comparable Improvement Index compares student achievement gains among similar public schools using a quartile system. In both Texas and California, school comparability takes into account the minority population, English language learners and student mobility as well as socioeconomic status.

Table 1
Description of Data

	California	Texas	All Other States
Edison Schools	7	11	62
Comparison Schools	693	312	2,379
Data Source	California Department of Education	Texas Education Agency	Education Trust
Years	1999 to 2001	1996 to 2002	2000-01 and 1999-2000[1]
Measure of Comparability	School Comparability Index[2]	Campus Comparability Group[2]	Free and Reduced Price Lunch
Tests	Math and Reading Combined	Math and Reading	Math and Reading
Ranking System	Deciles: Scale of "1" (lowest) to "10" (highest)	Quartiles: Scale of Q4 (lowest) to Q1 (highest)	Deciles: Scale of "1" (lowest) to "10" (highest)

[1] 1999-2000 analysis is in Appendix A.
[2] Based on minority population, English language learners, student mobility and socioeconomic status.

This report evaluates all of the Edison schools operating in 2000-01 at all grade levels for which data are available on the Education Trust Web site, including one-time Edison schools that no longer operate under Edison management. The improvement of Edison-run schools over time

is assessed by comparing longer-operating (and presumably improved and more effective, according to Edison) company-run schools to the newest Edison schools. (Appendix A contains a similar analysis for 1999-2000 state assessment data.) Our study concludes by describing the achievement rankings of predominantly African-American schools.

Academic Performance in California

The California Department of Education enables a comparison of student achievement in Edison's schools to similar schools in the state for 1998-99, 1999-2000 and 2000-01. The Academic Performance Index (API) system combines reading and math scores for all grades into a single index and ranks schools into deciles from "1" (lowest) to "10" (highest). The rank for each school is based on a comparison of its state assessment scores to 100 other schools with similar demographics (income, ethnicity, mobility and numerous other factors).

Edison's California schools usually performed below average (Table 2). Over the three years, four of seven schools improved their ranking among comparable schools. All six Edison schools performed below average in 1998-99—including two in the lowest-achieving decile and two in the next to lowest achieving decile. The following year in 1999-2000, five Edison schools improved their decile ranking, but only Brentwood (decile 10) and Edison-San Jose (decile 8) performed above average when compared to similar schools. Edison's newest elementary school, Bethune, in Fresno County, ranked in the lowest-achieving decile before Edison took over, and after two years of Edison management, it still ranked in the lowest decile.

Table 2
Comparison of Edison Schools to Similar Schools in California

		Academic Performance Index for Similar Schools			Edison Low-Income Students
		1998-99	1999-2000	2000-01	
Feaster (Chula Vista)	All grades	1	1	3	78%
Phillips (Napa Valley)	All grades	1	2	4	59%
McNair (Ravenswood)	All grades	2	4	1	77%
Edison-San Francisco	All grades	2	5	1	67%
Brentwood (Ravenswood)	All grades	4	10	6	78%
Edison-San Jose	All grades	4	8	7	37%
Bethune (Fresno County)	All grades	1[1]	1	1	100%

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.
[1]Pre-Edison year.
Source: California Department of Education, Office of Policy and Evaluation.
See <http://www.cde.ca.gov/psaa/api/#reports>.

In 2000-01, only two of the seven schools increased their performance ranking. Just one school improved its ranking in both years. Three of Edison's seven schools ranked in the lowest-achieving decile. Edison-San Jose and Brentwood continued as above-average schools. In San Francisco, Edison's contract with the school district to run Edison Charter Academy was severed in a June 2001 agreement that allowed Edison to secure a charter from the California Department of Education.

Academic Performance in Texas

Edison has had contracts with four school districts in Texas. All but one contract (for a middle school in Tyler, Texas) have been terminated or not renewed. The Edison contract with the Sherman Independent School District (ISD) to run an elementary school and part of a middle school was not renewed after its expiration at the close of the 1999-2000 school year.[9] The Southwest ISD contract for two elementary schools and parts of middle and high schools also was not renewed after 2001-02. Edison's management of seven Dallas schools ends in June 2003.

Information in Table 3 presents data from the Comparable Improvement Index calculated by the Texas Education Agency (TEA), one of the most highly respected systems in the United States for comparing schools based on the academic progress of individual students. The average gain in student achievement is determined by subtracting the prior year test score from the current year test score in math and reading for each student. The school's average growth (the average of individual student gains) is then compared with 39 other demographically similar schools based primarily on ethnicity, English language proficiency and poverty levels. The index calculates progress only for students who had been in the school since October.

In the Texas Comparable Improvement Index, the fourth quartile (Q4) includes the 10 schools among the 40 in the comparison group with the lowest Texas Learning Index (TLI) *gains*, and the first quartile (Q1) includes the 10 schools with the highest *gains*. Washington Elementary, Edison's school in Sherman, ranked in the lowest quartile for three out of four years in both math and reading. In contrast, the schools managed by Edison in Southw ISD (Elm Creed and Kriewald) ranked above average in both subjects during the early ye of operation. However, Elm Creek fell to Q3 in both subjects in 2000-01, followed by a Q4 ormance the following year in reading. Kriewald showed high performance in reading, but a er four years it slipped to the lowest quartile in math. Edison operated a part of two other schools in Southwest ISD; however, because the results cannot be separated from non-Edison students, rankings for those schools are not reported in Table 3 (results for a middle school in Sherman also are excluded for the same reason). Stewart middle school in Tyler, Texas, also started out above average and then fell to below average in the second and third year of Edison management.

[9] Edison's elementary school in Sherman was placed on the state's low-performing schools list based on 1999-2000 state assessments. See http://www.tea.state.tx.us/perfreport/account/2000/listall.html.

Table 3
Comparison of Edison Schools to Similar Schools in Texas

		Edison Low-Income Students	Grade	Comparable Improvement Quartile Math	Reading
Washington (Sherman)	1995-96	NA	Gr. 3,4	Q4	Q4
	1996-97	NA		Q4	Q4
	1997-98	71%		Q1	Q1
	1998-99	71%		Q4	Q4
Elm Creek (Southwest ISD)	1997-98	55%	Gr. 3,4,5	Q3	Q1
	1998-99	64%		Q1	Q1
	1999-00	65%		Q1	Q2
	2000-01	64%		Q3	Q3
	2001-02	63%		Q2	Q4
Kriewald (Southwest ISD)	1998-99	51%	Gr. 3,4,5	Q1	Q1
	1999-00	52%		Q1	Q2
	2000-01	58%		Q2	Q2
	2001-02	61%		Q4	Q1
Stewart Middle (Tyler)	1999-00	60%	Gr. 6-8	Q2	Q2
	2000-01	65%		Q3	Q3
	2001-02	60%		Q4	Q3
Blair (Dallas)	2000-01	93%	Gr. 3-6	Q2	Q2
	2001-02	92%		Q2	Q2
Henderson (Dallas)	2000-01	80%	Gr. 3-6	Q2	Q1
	2001-02	85%		Q2	Q1
Hernandez (Dallas)	2000-01	91%	Gr. 3-6	Q2	Q2
	2001-02	92%		Q4	Q4
Maple Lawn (Dallas)	2000-01	89%	Gr. 3-6	Q1	Q1
	2001-02	92%		Q3	Q4
Medrano (Dallas)	2000-01	93%	Gr. 3-6	Q1	Q1
	2001-02	92%		Q1	Q3
Runyan (Dallas)	2000-01	86%	Gr. 3-6	Q4	Q3
	2001-02	85%		Q1	Q3
Titche (Dallas)	2000-01	83%	Gr. 3-6	Q4	Q4
	2001-02	86%		Q1	Q1

Q4=lowest scoring quartile, Q1=highest scoring quartile.

Source: http://www.tea.state.tx.us/perfreport/ci/99/group.srch.html.
Note: Texas assessments start in third grade. All grades are combined into a single index. Washington did not have a fifth grade. Texas assesses students in math and reading only.

In a successful first year in Dallas, five of the seven Edison schools ranked above average (first or second highest-performing quartiles), while Runyan and Titche ranked below average in both math and reading. During year two, Runyan improved sharply in math but not reading and Titche improved dramatically in both subjects. However, academic improvement at Hernandez and Maple Lawn dropped sharply. Three of the seven Dallas schools were above average in both reading and math and two were below average in both subjects in 2001-02.[10]

[10] Blair, Henderson and Hernandez were placed on the 2001-02 Texas low-performing schools list.

Academic Performance in Other States

The analysis in this section compares 2000-01 student achievement in each Edison-run school to 39 comparable public schools in the state.[11] After ranking all schools in the state by the percentage of students eligible to receive free or reduced-price lunch, the 20 schools with the same or slightly higher rates of low-income students and the 19 schools with the same or slightly lower rates of poverty, are selected as comparison schools. The 40 schools in the comparison group (including Edison) are ranked separately for math and reading and translated into decile rankings according to the following formula:

Rank	Decile
1 to 4 (highest achieving)	10
5 to 8	9
9-12	8
13-16	7
17-20	6
21-24	5
25-28	4
29-32	3
33-36	2
37-40 (lowest achieving)	1

This strategy is similar to the California and Texas approaches, except that the comparison schools are determined only by grade level and the percentage of students identified as low income.[12] California and Texas use a more comprehensive definition of similarity involving ethnicity and other demographic factors. While California made comparisons to 100 similar schools, our analysis—like the Texas analysis—uses only 40 similar schools (including the Edison school). In states smaller than California, it is difficult to identify 100 demographically similar schools. As in Texas, math and reading are analyzed separately in our report. Our analysis uses a decile ranking system like California (1=lowest-achieving; 10=highest-achieving), rather than the quartile ranking system used in Texas.

Colorado and Michigan

Colorado. Edison began operating the Roosevelt charter school in Colorado Springs in 1995-96, and subsequently opened the Emerson middle school under the same charter. The Academy-Edison school opened in the Academy school district in 1998-99, as did the Wyatt-Edison charter school in Denver County. Edison also opened the Timberview middle school in Academy school district in fall 2000, but shut it down after one year due to low enrollment. Of

[11] In some small states having few schools with a low-income student enrollment similar to the Edison school being studied, the comparison group sometimes included only 10 or 20 schools. These Edison schools include Jardine-Edison (middle school) in Wichita; Westport-Edison (middle school) in Kansas City, Mo.; Thomas A. Edison Charter School in Delaware, all four Edison schools in the District of Columbia; Wyatt-Edison (middle school) in Denver; Wintergreen Interdistrict Magnet in Connecticut; Seven Hills (middle school) in Massachusetts; Boston Renaissance (middle school); and Granville (high school) in New Jersey.

[12] Among other studies, this approach is used in Miron and Nelson's (2001) study of Pennsylvania charter schools and Loveless' (2002) review of charter school student achievement for the Brookings Institute.

all of the states in this study, Edison enjoyed the most consistent success in Colorado. Academy-Edison ranked about average among its peers in the state, Wyatt-Edison (grade 5) ranked above average and Roosevelt-Edison ranked very high, reaching a decile rank of "10" in reading and "9" in math (Table 4A). Among the three middle schools, Emerson and Timberview ranked a little below average, while Wyatt ranked high on grade 8 math and low on grade 7 reading.

Michigan. In 2000-01, Edison operated charter schools in the Detroit area (Detroit Academy of Arts and Sciences, Detroit-Edison Public School Academy, Edison-Oakland and YMCA Service Learning Academy) and Lansing (Mid-Michigan). The company also had contracts with school districts in Mount Clemens (Martin Luther King and Mount Clemens Secondary Academies), Flint (Garfield, Williams and Northwestern High School), Pontiac (Edison-Perdue) and Battle Creek (Washington-Edison, Wilson-Edison and Southwestern Junior High School). Edison began to manage the entire Inkster School District in 2000-01 (a K-2 school, Baylor Woodson Elementary, Blanchett middle and a high school). Edison lost the contract for operating the Mid-Michigan charter school prior to fall 2001, Edison will no longer manage the four Mount Clemens schools, and the school board voted not to renew its contract in Pontiac after 2002-03.

Only two Edison schools in Michigan, Washington-Edison in Battle Creek and the Detroit Academy of Arts and Sciences, achieved an above-average ranking (a "6" or higher) in both math and reading (Table 4A). Detroit-Edison PSA obtained ranks of "10" in reading for grades 4 and 7. Baylor Woodson, Edison-Perdue, Mid-Michigan (grade 4), Wilson-Edison and YMCA Service Learning Academy ranked in the lowest or second lowest decile for both reading and math. Across all schools, Edison ranked in the lowest decile for about one-third of the grade and subject matter comparisons. The official state evaluation of charter schools reached a similar conclusion about the academic performance of Edison-run schools. For the 1999-2000 school year, Horn and Miron's (2000) evaluation of Michigan charter schools concluded that, "Edison Schools Inc., the Leona Group, and Charter Schools Administrative Services were consistently among the poorest performing companies in terms of absolute scores as well as in gain scores over time" (p. vi).

Other Midwestern States

Illinois. In 1999-2000, Edison began managing three pre-existing schools including two non-charter contract schools in Peoria (Franklin-Edison and Northmoor-Edison). It also operated Chicago International Charter School, which it acquired after the school's first management contractor, SABIS International, lost its contract. In 2000-01, Edison opened a second charter school in Springfield (Feitshans-Edison). The Chicago charter school performed about average compared to similar schools, but the eighth grade ranged from a ranking of "1" in reading to a "9" in math (Table 4B). The newest charter school, Feitshans, ranked in the lowest decile in both math and reading in grade 3, and ranked a "3" in grade 5 in both subjects. In the two contract schools in Peoria, Franklin-Edison scored in the bottom deciles, while Northmoor-Edison ranked closer to the average for comparable public schools.[13]

[13] Based on academic performance in 2001-02, Feitshans-Edison in Springfield, Franklin-Edison School in Peoria, Loucks Edison Junior Academy in Peoria and Chicago International Charter School were placed on Illinois' Academic Warning List.

Kansas. All four Edison schools in Kansas were located in Wichita in 2000-01. Dodge-Edison, which opened in fall 1995, was one of the first schools in the nation the company opened. Jardine middle school opened in 1996, and Ingalls and Isely opened a year later. In 2002, the contracts for both Ingalls and Isely were terminated. Edison subsequently lost the contracts for Dodge and Jardine, which will conclude with the 2002-03 school year.

With a rank of "6" in both math and reading, Jardine middle school ranked just above average compared to other similar public schools (Table 4B). Dodge-Edison also had a decile ranking of "6" in reading, but only "3" in math. The other two schools ranked no better than "1" or "2" in either math or reading.

Minnesota. Edison began operating an elementary (Kenwood-Edison) and a middle school (Washburn-Edison) in Duluth in fall 1996. Raleigh-Edison, another elementary school, opened in 1999-2000. Edison also opened the Edison PPL (Project for Pride in Living) school in Minneapolis in fall 1998. Edison's contract with the Minneapolis school district was cancelled at the conclusion of the 2001-02 school year. The three elementary schools ranked about average among their peers, while the middle school performed below average (Table 4B).

Missouri. Edison operates three charter schools in Kansas City and Woodland-Edison, which is managed under a contract with the Kansas City school district.[14] In its second year of operation, after a mediocre first year, Woodland-Edison still ranked low among its peers in both math and reading. Allen-Edison Village charter ranked far below average in both subjects, while the second-year charter middle school at Westport-Edison remained below average in math and reading.

Wisconsin. In its first year, the Academy of Science ranked in the lowest decile in reading and the second to lowest decile in math.

Eastern States

Connecticut. Wintergreen Interdistrict Magnet ranked below average in reading and math in grade 4 and above average in grade 8 (Table 4C). Grade 6 math scores ranked in the lowest decile, while grade 6 reading scores ranked high with a "9." Edison's management of this school will end at the conclusion of the 2002-03 school year.

Delaware. In its first year of operation, the Thomas A. Edison charter school ranked in the lowest possible decile in math and in reading for both grades 3 and 5.

District of Columbia. The first three schools run by Edison in the district (Chamberlain, Woodbridge and Blow Pierce) ranked about average among comparable district schools. Edison's first-year school, Edison-Woodson, ranked in the lowest decile in math and the second to lowest decile in reading.

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[14] Like other high schools in Missouri, Westport-Edison Senior Academy had no state testing data for 2000-01. In 1999-2000, however, the high school ranked in the second to lowest decile in both math and reading.

Massachusetts. Edison operated two charter schools in Massachusetts in 2000-01, one in Boston (Edison no longer operates this school) and one in Worcester. Both schools had been open for at least five years. Boston Renaissance ranked a little below average on most measures except grade 5 reading, where it ranked highly with a "9." Seven Hills ranked about average across subjects and grades.

New Jersey. Edison opened the Granville elementary school in 1998-99 expanding it to a middle and charter high school 1999-2000. The Granville charter board cancelled its contract with Edison effective fall 2002. The elementary and middle schools ranked in the lowest decile compared to similar public schools. The high school ranked almost as low. Edison has been managing the Schomburg charter school since fall 2000, and it also ranked in the lowest decile in math and ranked a "3" in reading.

New York. Edison acquired the New Covenant charter school contract in 2000-01 after Advantage Schools Inc. lost the management contract. After a year of Edison operation, the three-year-old charter school continued to rank well below average in comparison to other similar public schools. The other Edison charter school in New York, the School of Science and Technology, also ranked below average with respect to its peers.

Pennsylvania. In its first year of operation, Lincoln-Edison ranked slightly below average in both math and reading. Renaissance-Edison ranked in the lowest or second to lowest decile in both subjects for grades 5 and 8.

Southern States

Florida. Edison operates the Henry S. Reeves school, which is a large elementary school in Miami-Dade County. In 2000-01, the school had been open five years; it ranked in the second to lowest decile in math at all three grade levels and below average in reading at all grade levels[15] (Table 4D). The contract between Edison and the Miami-Dade County school system called for an evaluation conducted by the school system's Office of Educational Evaluation. Results from this evaluation found "At best, their reading and mathematics performance is only comparable with that of their counterparts in the regular MDCPS program."

Georgia. In 2000-01, Edison operated two contract schools in Macon, but the board chose to end the contract early. King-Edison elementary school ranked well below average in math and reading at all three grade levels. Riley Elementary ranked average or below average (except grade 4 math, which ranked in decile "7"). Edison's only remaining school in Georgia, Drew-Edison, a charter school in Atlanta, ranked no better than the third lowest decile in grades 4 and 5 in both subjects at the conclusion of its first year of operation (2000-01).

Maryland. Edison took over three elementary schools in Baltimore under a contract with the state in 2000-01. After one year of operation, Montebello ranked well above average in math, scoring a "10" in grade 3. In contrast, Furman-Templeton ranked in the lowest decile in math and reading in both grades 3 and 5. Gilmor also ranked below average in both subjects and grades.

[15] In 2001-02, Reeves Elementary scored a "D" on an A-F scale from Florida's education department.

North Carolina. In 2000-01, Edison's Carver Heights elementary school in Goldsboro returned to the state's list of low-performing schools. One year later, Edison lost the contract to manage both Carver Heights and the newly opened Dillard-Edison middle school. In fall 2000, Edison also lost the contract to manage Swift Creek school in Rocky Mount, its one remaining school in North Carolina. Carver Heights ranked below average in grades 4 and 5 in both math and reading. The school ranking among its peers was average in grade 3 (Table 4D). Similarly, Swift Creek also ranked well below average in all grades in both subjects. Though cancelled along with the Carver Heights contract, Dillard-Edison middle school had average performance rankings in sixth and seventh grades but below average rankings in eighth grade. Edison has lost all of its contracts in North Carolina.

Table 4A

Comparison of Edison Schools to Other Comparable Public Schools
Colorado and Michigan, 2000-01

		Math		Reading/Language		Low-Income Students		
							Comparison Schools	
		Grade	Decile	Grade	Decile	Edison	Lowest	Highest
Colorado	**Academy-Edison**	Grade 5	5	Grade 5	7	8%	6.8%	9.5%
	Roosevelt-Edison	Grade 5	9	Grade 5	10	71%	67.7%	73.5%
	Emerson-Edison	Grade 8	4	Grade 7	2	52%	46.6%	57.4%
	Wyatt-Edison	Grade 5	8	Grade 5	7	76%	73.1%	82.0%
	Wyatt-Edison*	Grade 8	9	Grade 7	2	76%	68.0%	89.0%
	Timberview-Edison	Grade 8	5	Grade 7	3	4%	1.9%	5.7%
Michigan	**Baylor Woodson (Inkster)**	Grade 4	2	Grade 4	1	81%	78.9%	82.5%
	Blanchett Middle (Inkster)	Grade 7	NA	Grade 7	3	75%	74.9%	84.9%
	Detroit Academy of Arts and Sciences	Grade 4	7	Grade 4	7	67%	66.2%	69.2%
	Detroit-Edison PSA	Grade 4	4	Grade 4	10	46%	44.8%	47.3%
	Detroit-Edison PSA	Grade 7	NA	Grade 7	10	45%	43.5%	49.8%
	Edison-Oakland Academy	Grade 4	2	Grade 4	3	53%	51.9%	54.7%
	Edison-Oakland Academy	Grade 7	NA	Grade 7	6	53%	48.9%	58.2%
	Edison-Perdue	Grade 4	1	Grade 4	1	57%	54.3%	57.3%
	Garfield-Edison	Grade 4	4	Grade 4	3	75%	72.6%	75.9%
	Martin Luther King Jr. Academy	Grade 4	3	Grade 4	3	53%	50.9%	53.7%
	Mid-Michigan	Grade 4	1	Grade 4	1	46%	44.7%	47.2%
	Mid-Michigan	Grade 7	NA	Grade 7	3	46%	43.5%	48.9%
	Mount Clemens Secondary	Grade 7	NA	Grade 7	5	53%	48.5%	57.3%
	Northwestern High School	Grade 7	NA	Grade 7	1	52%	48.4%	57.2%
	Southwestern Junior High School	Grade 7	NA	Grade 7	6	66%	61.9%	70.1%
	Washington-Edison	Grade 4	6	Grade 4	8	78%	77.2%	80.1%
	Williams-Edison	Grade 4	8	Grade 4	5	81%	79.4%	82.7%
	Wilson-Edison	Grade 4	1	Grade 4	1	95%	92.6%	99.5%
	YMCA Service Learning Academy	Grade 4	1	Grade 4	1	46%	44.8%	47.2%

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

*Compared to the 20 schools with similar low-income students rather than 40.

Table 4B

Comparison of Edison Schools to Other Comparable Public Schools
Midwest and West, 2000-01

		Math		Reading/Language		Low-Income Students		
							Comparison Schools	
		Grade	Decile	Grade	Decile	Edison	Lowest	Highest
Illinois	**Chicago International**	Grade 3	6	Grade 3	5	69%	66.0%	70.0%
	Chicago International	Grade 5	5	Grade 5	3	69%	66.0%	72.0%
	Chicago International	Grade 8	9	Grade 8	1	69%	66.0%	72.0%
	Feitshans-Edison	Grade 3	1	Grade 3	1	40%	38.0%	40.0%
	Feitshans-Edison	Grade 5	3	Grade 5	3	40%	38.0%	40.0%
	Franklin-Edison	Grade 3	2	Grade 3	1	63%	61.0%	67.0%
	Northmoor-Edison	Grade 3	4	Grade 3	6	27%	26.0%	27.0%
Kansas	**Dodge-Edison**	Grade 4	3	Grade 5	6	70%	66.7%	76.1%
	Ingalls-Edison	Grade 4	2	Grade 5	2	78%	73.1%	82.5%
	Isely-Edison	Grade 4	1	Grade 5	1	79%	74.9%	82.8%
	Jardine-Edison*	Grade 8	6	Grade 8	6	74%	51.0%	87.9%
Minnesota	**Edison PPL**	Grade 3	5	Grade 3	5	66%	69.9%	75.8%
	Edison PPL	Grade 5	5	Grade 5	5	70%	65.7%	75.8%
	Edison–Kenwood	Grade 3	6	Grade 3	6	31%	29.6%	32.0%
	Edison–Kenwood	Grade 5	6	Grade 5	3	31%	29.7%	32.0%
	Edison-Raleigh	Grade 3	9	Grade 3	9	63%	58.3%	68.8%
	Edison-Raleigh	Grade 5	3	Grade 5	3	63%	58.3%	68.8%
	Edison-Washburn	Grade 8	3	Grade 8	2	44%	39.5%	48.5%
Missouri	**Woodland-Edison**	Grade 4	1	Grade 3	3	84%	80.1%	86.0%
	Allen-Edison Village	Grade 4	1	Grade 3	2	64%	61.9%	66.0%
	Westport-Edison*	Grade 8	3	Grade 7	4	74%	71.5%	78.1%
Wisconsin	**Academy of Science**	Grade 4	2	Grade 4	1	66%	45.1%	69.8%

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

*Compared to the 20 schools with similar low-income students rather than 40.

Table 4C

Comparison of Edison Schools to Other Comparable Public Schools
Eastern States, 2000-01

		Math		Reading/Language		Low-Income Students		
							Comparison Schools	
		Grade	Decile	Grade	Decile	Edison	Lowest	Highest
Connecticut	**Wintergreen Magnet**	Grade 4	3	Grade 4	4	17%	15.0%	19.0%
	Wintergreen Magnet	Grade 6	1	Grade 6	9	17%	13.0%	23.0%
	Wintergreen Magnet*	Grade 8	7	Grade 8	8	17%	14.0%	19.0%
Delaware	**Thomas A. Edison****	Grade 3	1	Grade 3	1	60%	54.1%	79.5%
	Thomas A. Edison**	Grade 5	1	Grade 5	1	60%	52.1%	82.5%
District of Columbia	**Edison Chamberlain***	Grades 1-5	6	Grades 1-5	6	90%	86.7%	94.6%
	Edison Woodbridge**	Grades 1-5	4	Grades 1-5	6	56%	38.8%	66.7%
	Edison Woodson**	Grades 1-5	1	Grades 1-5	2	48%	34.3%	61.6%
	Blow Pierce**	Grade 5	4	Grade 5	5	80%	67.8%	92.6%
Massachusetts	**Seven Hills**	Grade 4	5	Grade 5	3	54%	51.0%	58.2%
	Seven Hills*	Grade 8	6	Grade 8	6	54%	47.2%	62.6%
	Renaissance	Grade 4	4	Grade 5	9	58%	55.3%	61.8%
	Renaissance*	Grade 8	4	Grade 8	3	58%	48.2%	67.2%
New Jersey	**Granville Charter**	Grade 4	1	Grade 4	1	73%	67.2%	75.5%
	Schomburg Charter	Grade 4	3	Grade 4	1	80%	78.4%	81.7%
	Granville Charter Middle	Grade 8	1	Grade 8	1	73%	64.9%	77.8%
	Granville Charter High*	Grade 11	1	Grade 11	3	62%	55.6%	68.1%
New York	**New Covenant**	Grade 4	1	Grade 5	2	73%	71.6%	74.2%
	School of Science and Technology	Grade 4	4	Grade 5	2	77%	75.8%	79.8%
Pennsylvania	**Lincoln-Edison**	Grade 5	4	Grade 5	5	84%	81.1%	84.8%
	Renaissance-Edison	Grade 5	1	Grade 5	2	14%	14.0%	14.3%
	Renaissance-Edison	Grade 8	1	Grade 8	1	14%	14.0%	14.3%

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

*Compared to the 20 schools with similar low-income students rather than 40.
**Compared to the 10 most comparable schools .

Table 4D

Comparison of Edison Schools to Other Comparable Public Schools
Southern States, 2000-01

		Math		Reading/Language		Low-Income Students		
							Comparison Schools	
		Grade	Decile	Grade	Decile	Edison	Lowest	Highest
Florida	**Henry S. Reeves**	Grade 3	2	Grade 3	4	88%	87.4%	89.7%
	Henry S. Reeves	Grade 4	2	Grade 4	2	88%	87.4%	89.7%
	Henry S. Reeves	Grade 5	2	Grade 5	4	88%	87.4%	89.7%
Georgia	**Drew-Edison**	Grade 4	1	Grade 4	1	72%	70.3%	72.5%
	Drew-Edison	Grade 5	2	Grade 5	2	72%	70.3%	72.5%
	King-Edison	Grade 4	2	Grade 4	2	96%	92.6%	94.2%
	King-Edison	Grade 5	1	Grade 5	1	87%	84.7%	97.6%
	King-Edison	Grade 6	1	Grade 6	1	87%	82.3%	91.9%
	Riley Elementary	Grade 4	7	Grade 4	2	86%	83.4%	87.2%
	Riley Elementary	Grade 5	3	Grade 5	2	86%	83.4%	87.2%
	Riley Elementary	Grade 6	4	Grade 6	6	86%	81.5%	90.7%
Maryland	**Furman-Templeton**	Grade 3	1	Grade 3	1	91%	86.7%	94.1%
	Furman-Templeton	Grade 5	1	Grade 5	1	91%	86.7%	94.1%
	Gilmor	Grade 3	4	Grade 3	2	96%	82.6%	99.0%
	Gilmor	Grade 5	3	Grade 5	1	96%	92.6%	99.0%
	Montebello	Grade 3	10	Grade 3	8	89%	83.1%	92.0%
	Montebello	Grade 5	9	Grade 5	5	89%	83.1%	92.0%
North Carolina	**Swift Creek**	Grade 3	1	Grade 3	3	86%	82.9%	88.6%
	Swift Creek	Grade 4	1	Grade 4	2	86%	82.9%	88.6%
	Swift Creek	Grade 5	2	Grade 5	4	86%	82.9%	88.6%
	Carver Heights	Grade 3	6	Grade 3	5	92%	88.1%	95.9%
	Carver Heights	Grade 4	1	Grade 4	2	92%	88.1%	95.9%
	Carver Heights	Grade 5	4	Grade 5	3	92%	88.1%	95.9%
	Dillard-Edison	Grade 6	5	Grade 6	5	86%	73.8%	98.2%
	Dillard-Edison	Grade 7	3	Grade 7	7	86%	73.8%	98.2%
	Dillard-Edison	Grade 8	3	Grade 8	4	86%	73.8%	98.2%

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

Academic Performance Over Time

Edison makes very strong claims that its schools improve student academic achievement over time. In a recent self-appraisal (*Fourth Annual Report on School Performance*, 2001[16]), Edison reports that:

- 84 percent of its schools are performing at a higher level than when they opened; only 10 percent show any declines.
- On criterion-referenced tests, Edison schools have increased the percentage of students achieving standards by an average of 6 percentage points every year from 1995 to 2002.

Edison recently made the claim that student achievement gains in its schools have outpaced those of students in the 50 largest school districts in the United States.

One way to assess the Edison claims about improvement over time is to compare rankings for 1999-2000 against rankings for 2000-01 for Edison schools operating in both years. No clear trend emerged for math, but Edison schools are somewhat more likely to improve in reading than to decline. Across all Edison schools, 20 of 46 schools, where the state tested math both years, improved their rank among schools with a similar low-income student population, six schools kept the same rank, and 20 declined. In reading, 22 of 53 Edison schools, where state assessed reading in both years, improved their rank, 14 schools kept their same rank, and 17 declined. Appendix B contains the school-by-school data.

Our report employs another way to look at the data in order to judge the longitudinal improvement of schools managed by Edison. Over time, Edison's claims of sizable increases in student performance should result in the company's older schools performing at higher rates than its newer schools and eventually at higher rates than comparable public schools. The Edison schools in Tables 5A through 5D were divided into four groups:

- First-generation schools—opened prior to 1998-99.
- Second-generation schools—opened in 1998-99.
- Third-generation schools—opened in 1999-2000.
- Fourth-generation schools—opened in 2000-01.

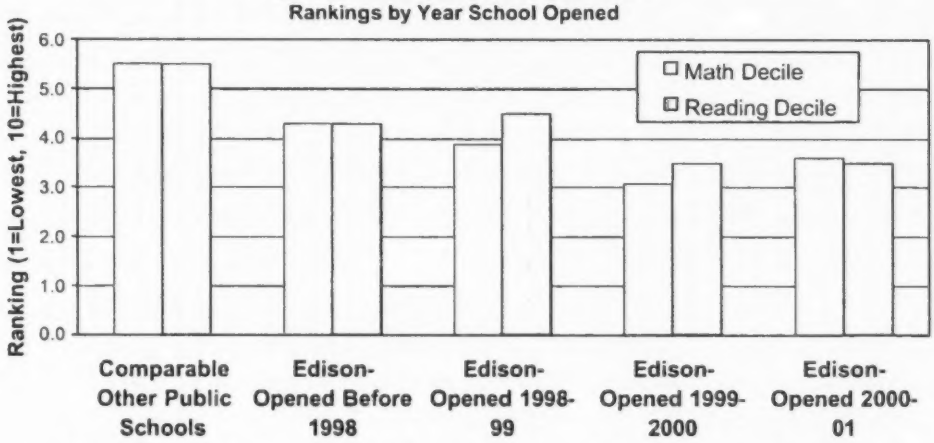
A single decile ranking for each school was calculated by averaging the 2000-01 achievement ranking for all grades tested. This procedure allows each school to have an equal weight in the analysis. Then, school decile rankings were averaged across schools to obtain an average ranking for each generation of schools. Schools in Texas were ranked into deciles, rather than the quartile system used by the states.[17] Because California combines math and reading scores into a single

[16] http://www.edisonschools.com/annualreport2001.pdf.

[17] Texas uses comparison groups of 40 schools (which would include the Edison school), just as our study does, so the decile rankings were determined using the same procedure used for all of the other states.

index, the math and reading decile rankings in Tables 5A through 5D use the combined index.[18] The results are charted in Figure 1.

Figure 1. 2000-01 Student Achievement Rankings by Year School Opened



Edison's older schools performed modestly better than its newer schools, but still below the average for other comparable public schools. Schools operating under Edison management prior to 1998-99 (first-generation schools) averaged a rank of "4.3" (on a scale of 10) in both math and reading. By definition, the average rank of other public schools is always a "5.5." Fourth-generation schools, those opened during 2000-01, averaged rankings in math ("3.6") and reading ("3.5") below those of the older schools. Each generation of schools also improved its performance ranking in 2000-01 compared to 1999-2000 (compare the bottom two rows in Tables 5A through 5C). Nevertheless, even Edison's oldest and most improved schools still performed at subpar levels compared to respective peer groups of similar public schools.

Most of the catch-up in student achievement occurred by the third year of operation. A Brookings Institution working paper (Loveless, 2002) studying student achievement in all charter schools (not just Edison schools) in 10 states reached conclusions about charter schools similar to the ones in our study for Edison schools. The Brookings study found that student achievement in charter schools is significantly lower than in other public schools even after adjustments for socioeconomic status. New charter schools had lower levels of achievement than existing charter schools. After two years, however, the achievement gap (between old and new schools) had closed.

[18] If a school's decile ranking is "5," for example, the math decile rank is set to "5" and the reading decile rank is set to "5."

Table 5A

Comparison of Selected Edison Schools to Other Comparable Public Schools
2000-01 Student Achievement for Schools Opened Prior to 1998-99

		Year Opened	Edison Low-Income Students	Math Decile	Reading/ English Decile
Emerson-Edison	**CO**	97-98	52%	4.0	2.0
Roosevelt-Edison	**CO**	96-97	71%	9.0	10.0
Henry S. Reeves	**FL**	96-97	88%	2.0	3.3
Ingalls-Edison	**KS**	97-98	78%	2.0	2.0
Isely-Edison	**KS**	97-98	79%	1.0	1.0
Jardine-Edison*	**KS**	96-97	74%	6.0	6.0
Dodge-Edison	**KS**	95-96	70%	3.0	6.0
Seven Hills	**MA**	96-97	54%	5.5	4.5
Renaissance	**MA**	95-96	58%	4.0	6.0
Detroit Academy of Arts and Sciences	**MI**	97-98	67%	7.0	7.0
Garfield-Edison	**MI**	97-98	75%	4.0	3.0
Williams-Edison	**MI**	97-98	81%	8.0	5.0
Mid-Michigan	**MI**	96-97	46%	1.0	2.0
Martin Luther King Jr. Academy	**MI**	95-96	53%	3.0	3.0
Edison–Kenwood	**MN**	97-98	31%	6.0	4.5
Edison-Washburn	**MN**	97-98	44%	3.0	2.0
Elm Creek	**TX**	97-98	64%	4.0	5.0
Average—First-Generation Schools					
2000-01			60%	4.3	4.3
1999-00			67%	3.1	3.8

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

Table 5B

Comparison of Selected Edison Schools to Other Comparable Public Schools
2000-01 Student Achievement for Schools Opened In 1998-99

		Year Opened	Edison Low-Income Students	Math Decile	Reading/ English Decile
Feaster	**CA**	98-99	78%	3.0	3.0
Phillips	**CA**	98-99	59%	4.0	4.0
McNair	**CA**	98-99	77%	1.0	1.0
Edison-San Francisco	**CA**	98-99	67%	1.0	1.0
Brentwood	**CA**	98-99	78%	6.0	6.0
Edison-San Jose	**CA**	98-99	37%	7.0	7.0
Academy-Edison	**CO**	98-99	8%	5.0	7.0
Wyatt-Edison	**CO**	98-99	76%	8.5	4.5
Wintergreen Magnet	**CT**	98-99	17%	3.7	7.0
Chamberlain	**DC**	98-99	90%	6.0	6.0
Woodbridge	**DC**	98-99	56%	4.0	6.0
Detroit-Edison PSA	**MI**	98-99	45%	4.0	10.0
Edison-Perdue	**MI**	98-99	57%	1.0	1.0
Washington-Edison	**MI**	98-99	78%	6.0	8.0
Wilson-Edison	**MI**	98-99	95%	1.0	1.0
Edison PPL	**MN**	98-99	70%	5.0	5.0
Carver Heights	**NC**	98-99	92%	3.7	3.3
Granville Charter	**NJ**	98-99	73%	1.0	1.0
Kriewald	**TX**	98-99	58%	6.0	6.0
Average—Second-Generation Schools					
2000-01			62%	3.9	4.5
1999-2000			62%	3.7	3.6

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

Table 5C

Comparison of Selected Edison Schools to Other Comparable Public Schools
2000-01 Student Achievement for Schools Opened In 1999-2000

		Year Opened	Edison Low-Income Students	Math Decile	Reading/ English Decile
Bethune	**CA**	99-00	100%	1.0	1.0
Blow Pierce	**DC**	99-00	80%	4.0	5.0
King-Edison	**GA**	99-00	87%	1.3	1.3
Riley Elementary	**GA**	99-00	86%	4.7	3.0
Chicago International	**IL**	99-00	69%	6.7	3.0
Franklin-Edison	**IL**	99-00	63%	2.0	1.0
Northmoor-Edison	**IL**	99-00	27%	4.0	6.0
Edison-Oakland Academy	**MI**	99-00	53%	2.0	4.5
Mount Clemens Secondary	**MI**	99-00	53%	NA	5.0
Northwestern High School	**MI**	99-00	52%	NA	1.0
Southwestern Junior High School	**MI**	99-00	66%	NA	6.0
YMCA Service Learning Academy	**MI**	99-00	46%	1.0	1.0
Edison-Raleigh	**MN**	99-00	63%	6.0	6.0
Westport-Edison	**MO**	99-00	74%	3.0	4.0
Woodland-Edison	**MO**	99-00	84%	1.0	3.0
Swift Creek	**NC**	99-00	86%	1.3	3.0
Granville Charter High	**NJ**	99-00	62%	1.0	3.0
Granville Charter Middle	**NJ**	99-00	73%	1.0	1.0
Stewart Middle	**TX**	99-00	60%	3.0	3.0
Average—Third Generation Schools					
2000-01			69%	3.1	3.5
1999-2000			61%	2.8	3.5

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

Table 5D

Comparison of Selected Edison Schools to Other Comparable Public Schools
2000-01 Student Achievement for Schools Opened In 2000-01

		Year Opened	Edison Low-Income Students	Math Decile	Reading/ English Decile
Timberview	**CO**	00-01	4%	5.0	3.0
Edison-Woodson	**DC**	00-01	48%	1.0	2.0
Thomas A. Edison	**DE**	00-01	60%	1.0	1.0
Drew-Edison	**GA**	00-01	72%	1.5	1.5
Feitshans-Edison	**IL**	00-01	40%	2.0	2.0
Furman-Templeton	**MD**	00-01	91%	1.0	1.0
Gilmor	**MD**	00-01	96%	3.5	1.5
Montebello	**MD**	00-01	89%	9.5	6.5
Baylor Woodson (Inkster)	**MI**	00-01	81%	2.0	1.0
Blanchett Middle (Inkster)	**MI**	00-01	75%	NA	3.0
Allen-Edison Village	**MO**	00-01	64%	1.0	2.0
Dillard-Edison	**NC**	00-01	79%	3.7	5.3
Schomburg Charter	**NJ**	00-01	80%	3.0	1.0
New Covenant	**NY**	00-01	73%	1.0	2.0
School of Science and Technology	**NY**	00-01	77%	4.0	2.0
Lincoln-Edison	**PA**	00-01	84%	4.0	5.0
Renaissance-Edison	**PA**	00-01	14%	1.0	1.5
Academy of Science	**WI**	00-01	66%	2.0	1.0
Blair	**TX**	00-01	86%	7.0	7.0
Henderson	**TX**	00-01	80%	7.0	9.0
Hernandez	**TX**	00-01	91%	7.0	7.0
Maple Lawn	**TX**	00-01	89%	9.0	8.0
Moreno	**TX**	00-01	93%	9.0	9.0
Runyan	**TX**	00-01	86%	1.0	4.0
Titche	**TX**	00-01	92%	1.0	1.0
Average—Fourth Generation Schools			75%	3.6	3.5

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

Academic Performance of Predominantly African-American Schools

Edison frequently asserts that its schools are closing the achievement gap between African-American and other public school students. In a recent press release, for example, the company claimed that the rates of improvement for its schools where African-American students make up more than 90 percent of enrollment are several times greater than the rates of improvement for all students in the school districts and states where these Edison schools are located.[19] References to "closing the achievement gap" suggest that Edison management is especially effective at improving student achievement at predominantly African-American schools. Edison, however, does not directly compare the academic achievement of its predominantly African-American schools to comparable public schools with a similar African-American enrollments, grade levels and tests. Instead the company makes a general comparison of its African-American schools to the school district, state and national averages for all students.

In this section, our analysis improves upon the Edison approach by comparing predominantly African-American schools managed by the company to a comparison group of "other public schools" (usually 40 schools including the Edison school) serving the same grades, taking the same tests and having a similar proportion of low-income students. As in the Edison approach, the comparison group does not necessarily include schools with a comparable African-American population, thus enabling the comparison of predominately African-American schools to "other" schools.[20] As described above, each Edison school is ranked in their comparison group on a decile scale from "1" (lowest) to "10" (highest). The AFT analysis addresses two questions:

- *Did predominantly African-American schools managed by Edison in 1999-2000 improve their rank among comparison schools in 2000-01?* If these schools are progressing at a rate several times faster than other public schools, as Edison insists, then their rank among peer schools should increase; the rank does not necessarily have to be above average to show improvement.

- *How did predominantly African-American schools managed by Edison rank among schools in the comparison group in 2000-01?* If Edison's predominantly African-American schools rank below average (in a comparison with a group of schools serving the same grades, taking the same tests and having a similar proportion of low-income students), then an ethnically-related achievement gap still exists. An achievement gap could still exist even if Edison managed to narrow the gap.

Our analysis provides extremely modest evidence that Edison schools with high concentrations of African-American students were more likely to improve their ranking among peers in math,

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[19] Edison press release, *"Edison Schools Announces 'Achievement Gap' Gains."* Dec. 17, 2002, http://www.corporate-ir.net/ireye/ir_site.zhtml?ticker=EDSN&script=400.

[20] California and Texas schools are exceptions. Rankings in these states used in our study are drawn from state systems that use ethnicity as well as income in selecting comparison schools.

but not in reading. It also shows that predominantly African-American schools managed by Edison still ranked well below average compared to other schools in the comparison group.

The schools managed by Edison in both 1999-2000 and 2000-01 were divided into three categories: (1) Eighteen schools where African-American students made up at least 90 percent of enrollment—defined by Edison as predominantly African-American; (2) Thirteen schools with African-American enrollment between 50 percent and 89 percent of the total; and (3) Twenty-two schools enrolling less than 50 percent African-American students. For the three categories of schools, the tabulations in Table 6 identify the number of Edison schools that increased their ranking, stayed the same or decreased their ranking among other schools in the comparison group. The decile rankings for 1999-2000 and 2000-01 for each school in each of the three groups categorized by the percent of African-American enrollment are contained in Appendix B.

Table 6

Change Between 1999-2000 and 2000-01 in Student Achievement Ranking of Edison Schools Among Similar Schools by Percent of African-American Enrollment

		Total Schools[1]	Ranking Increased	Stayed Same	Ranking Decreased
Math[2]	**90% to 100% African-American**	17	9	1	7
	50% to 89% African-American	12	5	2	5
	Less than 50% African-American	17	6	3	8
	All schools	46	20	6	20
Reading	**90% to 100% African-American**	18	7	7	4
	50% to 89% African-American	13	5	3	5
	Less than 50% African-American	22	10	4	8
	All schools	53	22	14	17

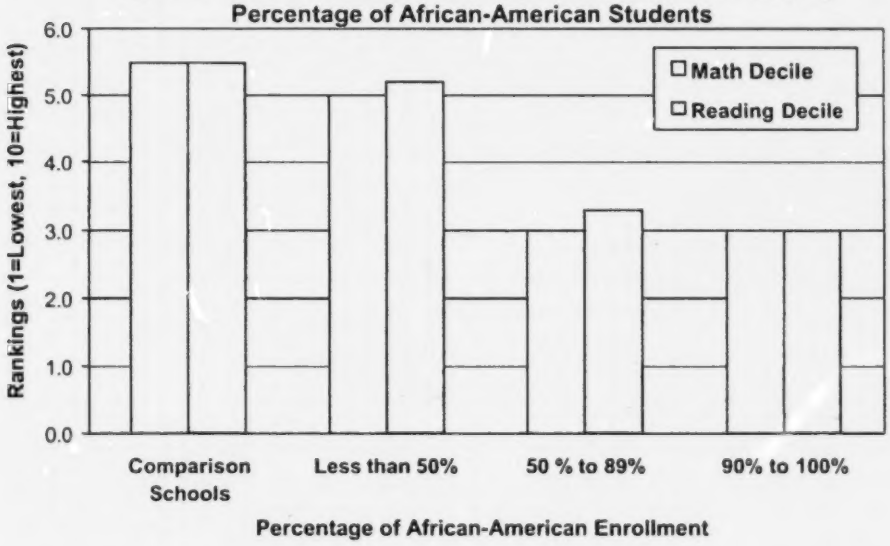
[1] Schools managed by Edison in both 1999-2000 and 2000-01 with test scores in both years.
[2] Six schools did not have math scores.

Across all Edison schools, regardless of the African-American population, 20 of 46 schools with math scores improved their rank, six schools kept the same rank, and 20 schools ranked lower. In reading, 22 of 53 Edison schools improved their rank, 14 schools kept their same rank and 17 declined in rank.

A bare majority of Edison's schools with high concentrations of African-American students improved their ranking among comparison schools in math—but not in reading. Among schools with 90 percent or more African-American students, nine of 17 improved their ranking in math, while eight stayed the same or decreased. In reading, however, only seven of 18 predominantly African-American schools improved their ranking, while the other 11 schools stayed the same or declined. Only six of 17 Edison schools where African-Americans were in the minority improved their rank in math; only 10 of 22 improved their rank in reading.

Even if Edison is ever-so-modestly closing the achievement gap, the company has a long way to go to completely close the gap. Figure 2 charts the average ranking of Edison's predominantly African-American schools against the other two groups of schools managed by Edison in 2000-01. Counting first-year schools, the 80 Edison schools included: (1) Thirty schools where African-American students made up at least 90 percent of enrollment; (2) Nineteen schools with African-American enrollment ranging from 50 percent to 89 percent of the total; and (3) Thirty-one schools enrolling less than 50 percent African-American students. Tables 7A through 7C contain the rankings for individual schools in each of the three groups.

Figure 2. 2000-01 Student Achievement for Edison Schools by Percentage of African-American Students



Edison schools with an African-American population 90 percent or higher averaged a rank of "3.0" in both math and reading. For the other schools that had a majority of African-American students, the average ranking for reading was a little higher ("3.3"), but the math ranking was identical to the predominately African-American schools at "3.0." Edison schools where African-American students were in the minority ranked at almost the same level as the comparison schools ("5.0" in math and "5.2" in reading).

Table 7A

2000-01 Student Achievement for Schools with 90 Percent to 100 Percent African-American Students Comparison of Edison Schools to Other Comparable Public Schools
(listed by percentage of African-American students)

		African-American Students	Year Opened	Edison Low-Income Students	Math Decile	Reading/ English Decile
Chicago International	**IL**	100%	99-00	69%	6.7	3.0
Furman-Templeton	**MD**	100%	00-01	91%	1.0	1.0
Gilmor	**MD**	100%	00-01	96%	3.5	1.5
Garfield-Edison	**MI**	100%	97-98	75%	4.0	3.0
Northwestern High School	**MI**	99%	99-00	52%	NA	1.0
Chamberlain	**DC**	99%	98-99	90%	6.0	6.0
Woodbridge	**DC**	99%	98-99	56%	4.0	6.0
Drew-Edison	**GA**	99%	00-01	72%	2.0	1.5
Detroit Academy of Arts and Sciences	**MI**	99%	97-98	67%	7.0	7.0
Detroit-Edison PSA	**MI**	99%	98-99	45%	4.0	10.0
Blanchett Middle (Inkster)	**MI**	99%	00-01	79%	NA	3.0
Carver Heights	**NC**	99%	98-99	92%	3.7	3.3
Dillard-Edison	**NC**	98%	00-01	86%	3.7	5.3
Riley Elementary	**GA**	98%	99-00	86%	4.7	3.0
YMCA Service Learning Academy	**MI**	97%	99-00	46%	1.0	1.0
Edison Woodson	**DC**	97%	00-01	48%	1.0	2.0
King-Edison	**GA**	97%	99-00	87%	1.3	1.3
Montebello	**MD**	97%	00-01	89%	9.5	6.5
Baylor Woodson (Inkster)	**MI**	96%	00-01	81%	2.0	1.0
Blow Pierce	**DC**	96%	99-00	80%	4.0	5.0
New Covenant	**NY**	95%	00-01	73%	1.0	2.0
Granville Charter	**NJ**	95%	98-99	73%	1.0	1.0
Granville Charter High	**NJ**	95%	99-00	62%	1.0	3.0
Granville Charter Middle	**NJ**	95%	99-00	73%	1.0	1.0
Schomburg Charter	**NJ**	92%	00-01	80%	3.0	1.0
Westport-Edison	**MO**	92%	99-00	74%	3.0	4.0
Academy of Science	**WI**	91%	00-01	66%	2.0	1.0
Edison-Oakland Academy	**MI**	90%	99-00	53%	2.0	4.5
Isely-Edison	**KS**	90%	97-98	79%	1.0	1.0
Edison-Perdue	**MI**	90%	98-99	57%	1.0	1.0
Average, 90% to 100% African-American				72%	3.0	3.0

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

Table 7B

2000-01 Student Achievement for Schools with 51 Percent to 89 Percent African-American Students Comparison of Edison Schools to Other Comparable Public Schools
(listed by percentage of African-American students)

		African-American Students	Year Opened	Edison Low-Income Students	Math Decile	Reading/ English Decile
Washington-Edison	**MI**	89%	98-99	78%	6.0	8.0
Ingalls-Edison	**KS**	88%	97-98	78%	2.0	2.0
Woodland-Edison	**MO**	88%	99-00	84%	1.0	3.0
Swift Creek	**NC**	87%	99-00	86%	1.3	3.0
School of Science and Technology	**NY**	86%	00-01	77%	4.0	2.0
Franklin-Edison	**IL**	85%	99-00	63%	2.0	1.0
Thomas A. Edison	**DE**	83%	00-01	60%	1.0	1.0
Henry S. Reeves	**FL**	80%	96-97	88%	2.0	3.3
Stewart Middle	**TX**	80%	99-00	60%	3.0	3.0
Renaissance	**MA**	78%	95-96	58%	4.0	6.0
Edison PPL	**MN**	72%	98-99	70%	5.0	5.0
Allen-Edison Village	**MO**	72%	00-01	64%	1.0	2.0
Williams-Edison	**MI**	69%	97-98	81%	8.0	5.0
Feitshans-Edison	**IL**	65%	00-01	40%	2.0	2.0
Titche	**TX**	61%	00-01	92%	1.0	1.0
Wilson-Edison	**MI**	95%	98-99	72%	1.0	1.0
Mid-Michigan	**MI**	52%	96-97	46%	1.0	2.0
Bethune	**CA**	51%	99-00	100%	1.0	1.0
Mount Clemens Secondary	**MI**	51%	99-00	53%	NA	5.0
Average 51% to 89% African-American				71%	3.0	3.3

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

Table 7C

2000-01 Student Achievement for Schoolswith Less Than 50 Percent African-American Students
Comparison of Edison Schools to Other Comparable Public Schools
(listed by percentage of African-American students)

		African-American Students	Year Opened	Edison Low-Income Students	Math Decile	Reading/ English Decile
Southwestern Junior High School	**MI**	48%	99-00	66%	NA	6.0
Blair	**TX**	46%	00-01	86%	7.0	7.0
Wyatt-Edison	**CO**	43%	98-99	76%	8.5	4.5
Martin Luther King Jr. Academy	**MI**	42%	95-96	53%	3.0	3.0
Runyan	**TX**	40%	00-01	86%	1.0	4.0
Lincoln-Edison	**PA**	37%	00-01	84%	4.0	5.0
Jardine-Edison	**KS**	34%	96-97	74%	6.0	6.0
Northmoor-Edison	**IL**	33%	99-00	27%	4.0	6.0
Wintergreen Magnet	**CT**	31%	98-99	17%	3.7	7.0
Edison-San Francisco	**CA**	30%	98-99	67%	1.0	1.0
Roosevelt-Edison	**CO**	27%	96-97	71%	9.0	10.0
Renaissance-Edison	**PA**	26%	00-01	14%	1.0	1.5
Emerson-Edison	**CO**	25%	97-98	52%	4.0	2.0
McNair	**CA**	21%	98-99	77%	1.0	1.0
Brentwood	**CA**	21%	98-99	78%	6.0	6.0
Dodge-Edison	**KS**	21%	95-96	70%	3.0	6.0
Hernandez	**TX**	21%	00-01	91%	7.0	7.0
Seven Hills	**MA**	19%	96-97	54%	5.5	4.5
Henderson	**TX**	18%	00-01	80%	7.0	9.0
Kriewald	**TX**	13%	98-99	58%	6.0	6.0
Moreno	**TX**	12%	00-01	93%	9.0	9.0
Timberview	**CO**	10%	00-01	4%	5.0	3.0
Edison-San Jose	**CA**	9%	98-99	37%	7.0	7.0
Feaster	**CA**	7%	98-99	78%	3.0	3.0
Academy-Edison	**CO**	7%	98-99	8%	5.0	7.0
Edison-Washburn	**MN**	7%	97-98	44%	3.0	2.0
Maple Lawn	**TX**	7%	00-01	89%	9.0	8.0
Phillips	**CA**	3%	98-99	59%	4.0	4.0
Edison–Kenwood	**MN**	3%	97-98	31%	6.0	4.5
Edison-Raleigh	**MN**	3%	99-00	63%	6.0	6.0
Elm Creek	**TX**	0%	98-99	64%	4.0	5.0
Average Less Than 50% African-American				58%	5.0	5.2

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

Conclusion

Our analysis compares the performance of Edison-managed schools on state assessments in 2000-01 to other comparable public schools in the state—generally those schools with the same grade levels and similar proportions of low-income students. Separately, our analysis includes state data from California and Texas where schools are rated in a way similar to our analysis. Edison schools ranked *below average* on student achievement in most states. Some evidence supports Edison's contentions that school performance improves the longer a school has been managed by the company, but even Edison's older schools still rank at subpar levels. Improvement may only be catch-up or recovery from low student achievement in the start-up phase.

While studying many more Edison schools, and using a different methodology that focuses on a large number of comparable schools, our results corroborate two earlier AFT studies that showed mixed or below-average student performance. Our results also resemble those in independent evaluations in Dallas, Miami-Dade (Fla.), Minneapolis and the two studies conducted by the Western Michigan Evaluation Center (Horn and Miron, 2000; Miron and Applegate, 2000). No independent evaluation contradicts our findings.

Edison greatly exaggerates its claim that the predominantly African-American schools it manages show improvement rates "several" times higher than other public schools. In our study, predominantly African-American schools managed by Edison ranked well below average among other public schools in their respective comparison groups (i.e., schools chosen without regard for ethnicity that serve the same grades, take the same tests and have a similar proportion of low-income students). Schools where African-American students were in the minority ranked about the same as other public schools in their comparison groups. Our analysis provides extremely modest evidence that Edison schools with high concentrations of African-American students were more likely to improve their ranking among comparison schools in math—but not in reading.

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Appendix A
Academic Performance in 1999-2000

The analysis in this appendix compares 1999-2000 student achievement of more than 40 individual Edison-run schools to other comparable public schools in the respective states. This methodology is identical to that used in the main body of this report.

Michigan

None of the Michigan schools achieved an above-average ranking (a "6" or higher) in either math or reading except for seventh-grade reading at Mid-Michigan (Appendix Table A1). Across the 32 possible school and grade-level rankings, Edison ranked in the lowest decile for half of the comparisons.

Midwestern States and Colorado

Colorado. Prior to 1999, Colorado did not administer math tests in the elementary grades. In grade 7 math test scores for Emerson-Edison in Colorado Springs ranked in the lowest decile (Appendix Table A-2). If third- and fourth-grade scores are averaged together, reading scores were about average in all three elementary schools.

Illinois. In 1999-2000, the Chicago International charter school performed about average compared to similar schools with decile ranks ranging between "4" and "7" depending on grade and subject (Appendix Table A2). In Peoria, Franklin-Edison scored in the bottom deciles, while Northmoor-Edison ranked closer to the average for comparable schools.

Kansas. Jardine middle school ranked just above average with a decile rank of "6" in reading compared to similar schools (Appendix Table A2). The other three schools ranked below average in both math and reading with decile ranks ranging between "2" and "4."

Minnesota. The Minneapolis school, Edison PPL, ranked below average in reading and math in both grades 3 and 5 (Appendix Table A2). The third grade at Edison-Kenwood in Duluth performed spectacularly, rating a "10" in both math and reading. However, the fifth grade ranked below average in both subjects. At Edison-Raleigh, fifth-grade reading scores ranked highly with an "8." But the other scores ranked average or well below average. The middle school, Edison-Washburn, ranked about average in reading but ranked in the lowest possible decile in math.

Missouri. Appendix Table A3 contains rankings for an elementary school, a middle school and a high school in Kansas City, all in their first year of operation under Edison management in 1999-2000. The elementary school ranked just above average, while the middle school ranked about average in math but well below average in reading. The high school ranked in the second to lowest decile in both math and reading.

Eastern States

The only school managed by Edison in Connecticut, Wintergreen Interdistrict Magnet, ranked below average in grades 4, 6 and 8 (Appendix Table A3). In the District of Columbia, all

three schools run by Edison ranked about average among comparable public schools, except Blow-Pierce with a rank of "2" in math. The eighth grade at Seven Hills charter school in Massachusetts ranked well above average (an "8" in math and a "9" in reading), but below average at the fourth-grade level. Each of the three Granville charter schools in New Jersey ranked well below average compared to other similar public schools.

Southern States

Florida. Edison operates one large school in the state, Reeves Elementary School in Miami-Dade County. In 1999-2000, the school had been open four years; in our analysis, it ranked below average in all grades.

Georgia. Edison operated two contract schools in Macon. The fifth grade at Riley Elementary ranked in the top decile, getting a "10" in both math and reading, The fourth grade in the same school, however, ranked well below average in both reading and math. King-Edison Elementary ranked in the bottom decile in both math and reading.

North Carolina. In 1999-2000, Edison managed Carver Heights in Goldsboro which returned to the state's low-performing list. In our analysis, Carver Heights ranked below average at each grade level in both math and reading (Appendix Table A4). Similarly, the other North Carolina contract school, Swift Creek Elementary, also ranked below average in all grades in both subjects.

Appendix Table A1

Comparison of Edison Schools to Other Comparable Public Schools
Michigan, 1999-2000

	Math		Reading/Language		Low-Income Students		
						Comparison Schools	
	Grade	Decile	Grade	Decile	Edison	Lowest	Highest
Detroit Academy of Arts and Sciences	Grade 4	3	Grade 4	4	81%	64.4%	69.1%
Detroit-Edison PSA	Grade 4	1	Grade 4	1	45%	44.0%	46.0%
Detroit-Edison PSA	Grade 7	1	Grade 7	1	45%	41.2%	48.6%
Edison-Oakland Academy	Grade 7	1	Grade 7	2	38%	35.6%	39.8%
Edison-Perdue	Grade 4	1	Grade 4	1	57%	55.1%	58.1%
Garfield-Edison	Grade 4	1	Grade 4	1	70%	67.2%	71.9%
Martin Luther King Jr. Academy	Grade 4	5	Grade 4	3	51%	49.5%	52.1%
Mid-Michigan	Grade 4	3	Grade 4	3	79%	77.2%	82.0%
Mid-Michigan	Grade 7	5	Grade 7	7	79%	77.2%	86.7%
Mount Clemens Secondary	Grade 7	2	Grade 7	2	12%	11.0%	13.9%
Northwestern High School	Grade 7	1	Grade 7	1	49%	45.5%	53.2%
Southwestern Junior High School	Grade 7	2	Grade 7	2	55%	50.6%	59.5%
Washington-Edison	Grade 4	2	Grade 4	1	71%	67.9%	72.5%
Williams-Edison	Grade 4	1	Grade 4	1	85%	82.9%	86.6%
Wilson-Edison	Grade 4	2	Grade 4	1	72%	70.6%	73.6%
YMCA Service Learning Academy	Grade 4	2	Grade 4	1	58%	56.4%	59.3%

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

Appendix Table A2

Comparison of Edison Schools to Other Comparable Public Schools
Midwest and West, 1999-2000

		Math		Reading/Language		Low-Income Students		
							Comparison Schools	
		Grade	Decile	Grade	Decile	Edison	Lowest	Highest
Kansas	**Dodge-Edison**	Grade 4	3	Grade 5	4	59%	56.1%	53.1%
	Ingalls-Edison	Grade 4	2	Grade 5	2	81%	74.9%	85.0%
	Isely-Edison	Grade 4	3	Grade 5	3	81%	74.9%	85.0%
	Jardine-Edison*	Grade 8	8	Grade 8	6	74%	51.0%	87.9%
Illinois	**Chicago International**	Grade 3	7	Grade 3	5	69%	67.0%	71.0%
	Chicago International	Grade 5	4	Grade 5	7	69%	67.0%	70.0%
	Chicago International	Grade 8	4	Grade 8	7	69%	66.0%	73.0%
	Franklin-Edison	Grade 3	1	Grade 3	2	63%	61.0%	67.0%
	Northmoor-Edison	Grade 3	4	Grade 3	5	27%	26.0%	27.0%
Minnesota	**Edison PPL**	Grade 3	1	Grade 3	2	70%	66.3%	77.2%
	Edison PPL	Grade 5	2	Grade 5	4	70%	66.3%	77.2%
	Edison–Kenwood	Grade 3	10	Grade 3	10	62%	58.9%	66.7%
	Edison–Kenwood	Grade 5	3	Grade 5	2	62%	58.9%	66.7%
	Edison-Raleigh	Grade 3	2	Grade 3	3	31%	29.5%	32.6%
	Edison-Raleigh	Grade 5	5	Grade 5	8	31%	29.5%	32.6%
	Edison-Washburn*	Grade 8	1	Grade 8	5	38%	34.1%	40.0%
Missouri	**Woodland-Edison**	Grade 3	7	Grade 4	6	86%	81.5%	88.1%
	Westport-Edison	Grade 7	2	Grade 7	5	76%	70.9%	88.5%
	Westport-Edison*	Grade 11	2	Grade 11	2	76%	61.5%	98.3%
Colorado	**Academy-Edison**	Grade 5	NA	Grade 4	3	7%	6.9%	9.1%
	Academy-Edison	Grade 3	NA	Grade 3	7	7%	9.5%	9.1%
	Roosevelt-Edison	Grade 5	NA	Grade 4	5	57%	58.1%	57.8%
	Roosevelt-Edison	Grade 3	NA	Grade 3	7	57%	58.1%	57.8%
	Emerson-Edison	Grade 8	1	Grade 7	3	55%	49.1%	62.8%
	Wyatt-Edison	Grade 5	NA	Grade 4	4	80%	74.5%	85.5%
	Wyatt-Edison	Grade 3	NA	Grade 3	5	80%	74.5%	85.5%

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

*Compared to the 20 schools with similar low-income students rather than 40.

Appendix Table A3

Comparison of Edison Schools to Other Comparable Public Schools
Eastern States, 1999-2000

		Math		Reading/Language		Low-Income Students		
							Comparison Schools	
		Grade	Decile	Grade	Decile	Edison	Lowest	Highest
Connecticut	**Wintergreen Magnet**	Grade 4	2	Grade 4	2	15%	12.6%	16.9%
	Wintergreen Magnet	Grade 6	5	Grade 6	3	15%	12.6%	16.9%
	Wintergreen Magnet	Grade 8	1	Grade 8	1	15%	12.6%	16.9%
District of Columbia	**Edison Chamberlain***	Grades 1-5	5	Grades 1-5	5	90%	86.7%	94.6%
	Edison Woodbridge*	Grades 1-5	6	Grades 1-5	6	56%	41.5%	64.5%
	Blow Pierce**	Grades 5	2	Grade 5	5	80%	67.8%	92.6%
Massachusetts	**Seven Hills**	Grade 4	4	Grade 4	2	54%	49.2%	56.2%
	Seven Hills	Grade 8	8	Grade 8	9	54%	40.3%	61.4%
	Renaissance	Grade 4	1	Grade 4	1	58%	54.1%	61.9%
	Renaissance	Grade 8	3	Grade 8	5	58%	44.0%	68.5%
New Jersey	**Granville Charter**	Grade 4	3	Grade 4	1	78%	75.3%	79.6%
	Granville Charter Middle	Grade 8	2	Grade 8	1	62%	54.2%	72.4%
	Granville Charter High	Grade 11	2	Grade 11	3	62%	54.8%	68.3%

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

*Compared to the 20 schools with similar low-income students rather than 40.

**Compared to the 10 most comparable schools.

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Appendix Table A4

Comparison of Edison Schools to Other Comparable Public Schools
Southern States, 1999-2000

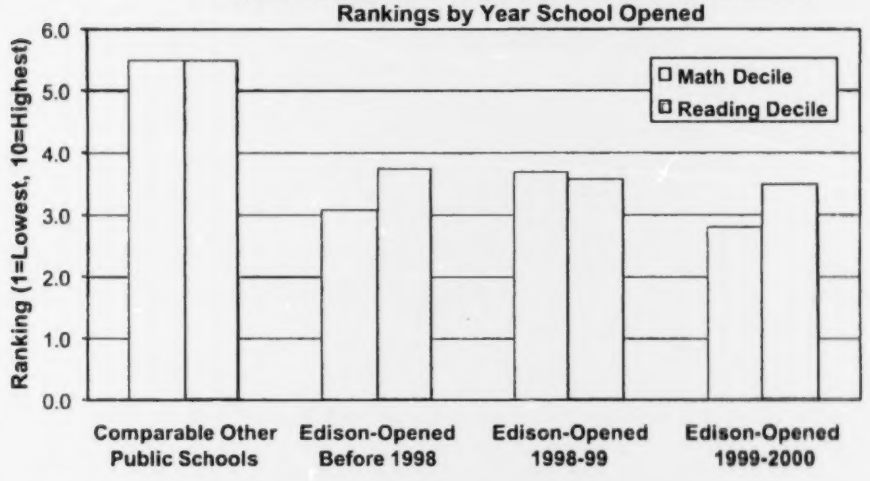
		Math		Reading/Language		Low-Income Students		
							Comparison Schools	
		Grade	Decile	Grade	Decile	Edison	Lowest	Highest
Florida	**Henry S. Reeves**	Grade 3	2	Grade 3	3	88%	86.2%	89.3%
	Henry S. Reeves	Grade 4	2	Grade 4	3	88%	86.2%	89.3%
	Henry S. Reeves	Grade 5	4	Grade 5	4	88%	86.2%	89.3%
Georgia	**King-Edison**	Grade 3	1	Grade 3	1	94%	92.6%	96.3%
	Riley Elementary	Grade 4	2	Grade 4	3	95%	88.4%	98.4%
	Riley Elementary	Grade 5	10	Grade 5	10	95%	88.4%	98.4%
North Carolina	**Swift Creek**	Grade 3	3	Grade 3	3	27%	25.5%	30.0%
	Swift Creek	Grade 4	5	Grade 4	5	27%	25.5%	30.0%
	Swift Creek	Grade 5	2	Grade 5	4	27%	25.5%	30.0%
	Carver Heights	Grade 3	1	Grade 3	1	79%	77.1%	81.3%
	Carver Heights	Grade 4	2	Grade 4	2	79%	77.1%	81.3%
	Carver Heights	Grade 5	4	Grade 5	4	79%	77.1%	81.3%

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

Improvement in Edison's Academic Performance Over Time

The following figure and Appendix Table A5-7 record school achievement rankings for 1999-2000 for the first three generations of Edison schools.

Appendix Figure A1. 1999-2000 Student Achievement Rankings by Year School Opened



Edison's longer-running schools performed modestly better than its newest schools, but still well below the average for other comparable public schools. Schools operating under Edison management prior to 1998-99 (first-generation schools) averaged a rank of "3.1" (on a scale of 10) in math and a rank of "3.8" in reading. By definition, the average rank of other public schools is always a "5.5." Third-generation schools, those opened during 1999-2000, averaged rankings in math and reading almost as high as the older schools—"2.8" in math and "3.5" in reading.

Appendix Table A5

Comparison of Edison Schools to Other Comparable Public Schools
1999-2000 Student Achievement for Schools Opened Before 1998-99
(listed alphabetically by state)

		Year Opened	Edison Low-income Students	Math Decile	Reading/English Decile
Roosevelt-Edison	**CO**	96-97	57%	NA	6.0
Emerson-Edison	**CO**	97-98	55%	1.0	3.0
Henry S. Reeves	**FL**	96-97	88%	3.0	3.7
Dodge-Edison	**KS**	95-96	59%	3.0	4.0
Jardine-Edison	**KS**	96-97	74%	NA	6.0
Ingalls-Edison	**KS**	97-98	81%	2.0	2.0
Isely-Edison	**KS**	97-98	81%	3.0	3.0
Renaissance	**MA**	95-96	58%	2.0	3.0
Seven Hills	**MA**	96-97	54%	6.0	5.5
Martin Luther King Jr. Academy	**MI**	95-96	51%	5.0	3.0
Mid-Michigan	**MI**	96-97	79%	4.0	4.0
Detroit Academy of Arts and Sciences	**MI**	97-98	81%	3.0	4.0
Garfield-Edison	**MI**	97-98	70%	1.0	1.0
Williams-Edison	**MI**	97-98	85%	1.0	1.0
Edison–Kenwood	**MN**	97-98	62%	6.5	6.0
Edison-Washburn	**MN**	97-98	38%	1.0	5.0
Elm Creek	**TX**	97-98	65%	5.0	4.0
Average—First-Generation Schools			67%	3.1	3.8

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

Appendix Table A6

Comparison of Edison Schools to Other Comparable Public Schools
1999-2000 Student Achievement for Schools Opened In 1998-99
(listed alphabetically by state)

		Year Opened	Edison Low-income Students	Math Decile	Reading/English Decile
Feaster	**CA**	98-99	78%	1.0	1.0
Phillips	**CA**	98-99	59%	2.0	2.0
McNair	**CA**	98-99	77%	4.0	4.0
Edison-San Francisco	**CA**	98-99	67%	5.0	5.0
Brentwood	**CA**	98-99	78%	10.0	10.0
Edison-San Jose	**CA**	98-99	37%	8.0	8.0
Academy-Edison	**CO**	98-99	7%	NA	5.0
Wyatt-Edison	**CO**	98-99	80%	NA	4.5
Wintergreen Interdistrict Magnet	**CT**	98-99	15%	2.7	2.0
Edison Chamberlain	**DC**	98-99	90%	5.0	5.0
Edison Woodbridge	**DC**	98-99	56%	6.0	6.0
Detroit-Edison PSA	**MI**	98-99	45%	1.0	1.0
Edison-Perdue	**MI**	98-99	57%	1.0	1.0
Washington-Edison	**MI**	98-99	71%	2.0	1.0
Wilson-Edison	**MI**	98-99	72%	2.0	1.0
Edison PPL	**MN**	98-99	70%	1.5	3.0
Granville Charter	**NJ**	98-99	78%	3.0	1.0
Carver Heights	**NC**	98-99	79%	2.3	2.3
Kriewald	**TX**	98-99	52%	6.0	6.0
Average—Second-Generation Schools			61%	3.7	3.6

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

Appendix Table A7

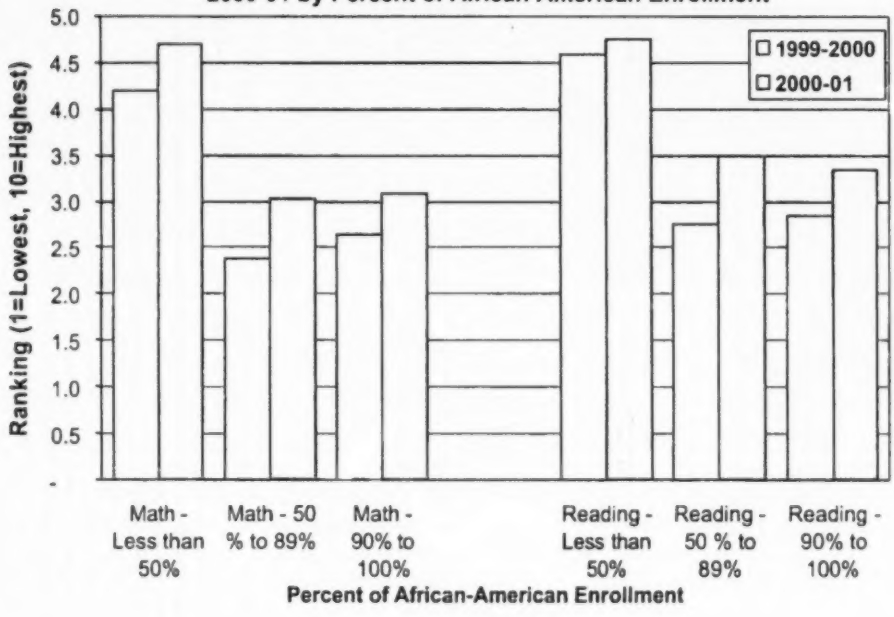
Comparison of Edison Schools to Other Comparable Public Schools
1999-2000 Student Achievement for Schools Opened In 1999-2000
(listed alphabetically by state)

		Year Opened	Edison Low-income Students	Math Decile	Reading/English Decile
Bethuse-Edison	**CA**	99-00	100%	1.0	1.0
Blow Pierce	**DC**	99-00	80%	2.0	5.0
King-Edison	**GA**	99-00	94%	1.0	1.0
Riley Elementary	**GA**	99-00	95%	6.0	6.5
Northmoor-Edison	**IL**	99-00	27%	4.0	5.0
Franklin-Edison	**IL**	99-00	63%	1.0	2.0
Chicago International	**IL**	99-00	69%	5.0	6.3
Edison-Oakland Academy	**MI**	99-00	38%	1.0	2.0
Mount Clemens Secondary	**MI**	99-00	12%	2.0	2.0
Northwestern High School	**MI**	99-00	49%	1.0	1.0
Southwestern Junior High School	**MI**	99-00	55%	2.0	2.0
YMCA Service Learning Academy	**MI**	99-00	58%	2.0	1.0
Edison-Raleigh	**MN**	99-00	31%	3.5	5.5
Woodland-Edison	**MO**	99-00	86%	7.0	6.0
Westport Junior Academy	**MO**	99-00	76%	2.0	5.0
Westport Senior Academy	**MO**	99-00	76%	2.0	2.0
Granville Charter Middle	**NJ**	99-00	62%	2.0	1.0
Granville Charter High	**NJ**	99-00	62%	2.0	3.0
Swift Creek Elementary	**NC**	99-00	27%	3.3	4.0
Stewart Middle	**TX**	99-00	60%	6.0	8.0
Average—Third Generation Schools			61%	2.8	3.5

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

Appendix B
Student Achievement Gains in Predominantly African-American Schools

Appendix Figure B1. Change in Student Achievement, 1999-2000 to 2000-01 by Percent of African-American Enrollment



Appendix Table B1

Change in Student Achievement Rankings for Schools With 90 Percent to 100 Percent African-American Students
Comparison of Edison Schools to Other Comparable Public Schools
(listed by percentage of African-American students)

		Percent African-American	Math Decile			Reading Decile		
			1999-00	2000-01	Change	1999-00	2000-01	Change
Chicago International	**IL**	100%	5.0	6.7	1.7	6.3	3.0	-3.3
Garfield-Edison	**MI**	100%	1.0	4.0	3.0	1.0	3.0	2.0
Northwestern High School	**MI**	100%	1.0	NA	NA	1.0	1.0	-
Edison Chamberlain	**DC**	99%	5.0	6.0	1.0	5.0	6.0	1.0
Edison Woodbridge	**DC**	99%	6.0	4.0	-2.0	6.0	6.0	-
Detroit Academy of Arts and Sciences	**MI**	99%	3.0	7.0	4.0	4.0	7.0	3.0
Detroit-Edison PSA	**MI**	99%	1.0	4.0	3.0	1.0	10.0	9.0
Carver Heights	**NC**	99%	2.3	3.7	1.4	2.3	3.3	1.0
Riley Elementary	**GA**	98%	6.0	4.7	-1.3	6.5	3.0	-3.5
YMCA Service Learning Academy	**MI**	98%	2.0	1.0	-1.0	1.0	1.0	-
King-Edison	**GA**	97%	1.0	1.3	0.3	1.0	1.3	0.3
Granville Charter	**NJ**	95%	3.0	1.0	-2.0	1.0	1.0	-
Granville Charter High	**NJ**	95%	2.0	1.0	-1.0	3.0	3.0	-
Granville Charter Middle	**NJ**	95%	2.0	1.0	-1.0	1.0	1.0	-
Westport-Edison	**MO**	92%	2.0	3.0	1.0	5.0	4.0	-1.0
Edison-Oakland Academy	**MI**	91%	1.0	2.0	1.0	2.0	4.5	2.5
Isely-Edison	**KS**	90%	3.0	1.0	-2.0	3.0	1.0	-2.0
Edison-Perdue	**MI**	90%	1.0	1.0	-	1.0	1.0	-
Average			2.6	3.1	.04	2.8	3.3	.05

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

Appendix Table B2

Change in Student Achievement Rankings for Schools With 51 Percent to 89 Percent African-American Students
Comparison of Edison Schools to Other Comparable Public Schools
(listed by percentage of African-American students)

		Percent African-American	Math Decile			Reading Decile		
			1999-00	2000-01	Change	1999-00	2000-01	Change
Washington-Edison	**MI**	89%	2.0	6.0	4.0	1.0	8.0	7.0
Ingalls-Edison	**KS**	88%	2.0	2.0	-	2.0	2.0	-
Swift Creek	**NC**	87%	3.3	1.3	-2.0	4.0	3.0	-1.0
Franklin-Edison	**IL**	85%	1.0	2.0	1.0	2.0	1.0	-1.0
Henry S. Reeves	**FL**	80%	3.0	2.0	-1.0	3.7	3.3	-0.4
Stewart Middle	**TX**	80%	6.0	3.0	-3.0	8.0	3.0	-5.0
Renaissance	**MA**	78%	2.0	4.0	2.0	3.0	6.0	3.0
Edison PPL	**MN**	72%	1.5	5.0	3.5	3.0	5.0	2.0
Williams-Edison	**MI**	69%	1.0	8.0	7.0	1.0	5.0	4.0
Wilson-Edison	**MI**	57%	2.0	1.0	-1.0	1.0	1.0	-
Mid-Michigan	**MI**	52%	4.0	1.0	-3.0	4.0	2.0	-2.0
Bethune	**CA**	51%	1.0	1.0	-	1.0	1.0	-
Mount Clemens Secondary	**MI**	51%	2.0	NA	NA	2.0	5.0	3.0
Average			2.4	3.0	0.6	2.7	3.5	0.7

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

Appendix Table B3

Change in Student Achievement Rankings for Schools With Below 50 Percent African-American Students
Comparison of Edison Schools to Other Comparable Public Schools
(listed by percentage of African-American students)

		Percent African-American	Math Decile			Reading Decile		
			1999-00	2000-01	Change	1999-00	2000-01	Change
Southwestern Junior High School	**MI**	48	2.0	NA	NA	2.0	6.0	4.0
Wyatt-Edison	**CO**	43	NA	8.5	NA	4.5	4.5	-
Martin Luther King Jr. Academy	**MI**	42	5.0	3.0	-2.0	3.0	3.0	-
Jardine-Edison	**KS**	34	NA	6.0	NA	6.0	6.0	-
Northmoor-Edison	**IL**	33	4.0	4.0	-	5.0	6.0	1.0
Wintergreen Magnet	**CT**	31	2.7	3.7	1.0	2.0	7.0	5.0
Edison-San Francisco	**CA**	30	5.0	1.0	-4.0	5.0	1.0	-4.0
Roosevelt-Edison	**CO**	27	NA	9.0	NA	6.0	10.0	4.0
Emerson-Edison	**CO**	25	1.0	4.0	3.0	3.0	2.0	-1.0
McNair	**CA**	21	4.0	1.0	-3.0	4.0	1.0	-3.0
Brentwood	**CA**	21	10.0	6.0	-4.0	10.0	6.0	-4.0
Dodge-Edison	**KS**	21	3.0	3.0	-	4.0	6.0	2.0
Seven Hills	**MA**	19	6.0	5.5	-0.5	5.5	4.5	-1.0
Kriewald	**TX**	13	6.0	6.0	-	6.0	6.0	-
Edison-San Jose	**CA**	9	8.0	7.0	-1.0	8.0	7.0	-1.0
Feaster	**CA**	7	1.0	3.0	2.0	1.0	3.0	2.0
Academy-Edison	**CO**	7	NA	5.0	NA	5.0	7.0	2.0
Edison-Washburn	**MN**	7	1.0	3.0	2.0	5.0	2.0	-3.0
Phillips	**CA**	3	2.0	4.0	2.0	2.0	4.0	2.0
Edison–Kenwood	**MN**	3	6.5	6.0	-0.5	6.0	4.5	-1.5
Edison-Raleigh	**MN**	3	3.5	6.0	2.5	5.5	6.0	0.5
Elm Creek	**TX**	-	5.0	4.0	-1.0	4.0	5.0	1.0
Average			4.2	4.7	-0.2	4.6	4.8	0.2

1=lowest scoring decile, 5.5=average, 10=highest scoring decile.

Appendix C
Summary of GAO Study of Selected Private Education Companies[21]

October 2002
United States General Accounting Office
GAO-03-11

This U.S. General Accounting Office study: (1) identified the programs of three private companies managing District of Columbia schools in 2001-02 (Edison, Mosaica and Chancellor-Beacon) and determined the extent to which District of Columbia schools have used these companies education programs; and (2) determined what is known about the effectiveness of these programs as measured primarily by student achievement.

Site visits to the three companies found that six of the 10 schools had either partially implemented the company's curriculum or had not implemented it at all; and one school was giving up company management and going independent. Some schools opted to customize the company's education program; other schools left in place the education program of a company that formerly had managed them.

GAO reviewed evaluations of the three companies but only those that included comparison groups and measured academic performance over time. Further, the GAO examined each study to assess the adequacy of the samples and measures employed, the reasonableness and rigor of the statistical techniques used to analyze them, and the validity of the results and conclusions that were drawn from the analyses.

GAO dismissed every study conducted by the companies themselves. The companies publish year-to-year comparisons of standardized test scores, but they do not present data on comparable students who are not in their programs—a necessary component of a program effectiveness study. The companies failed to demonstrate that gains in their schools are specifically the result of company programs.

Five external studies made it through GAO's initial screening because they attempted to isolate the effect of the company program on specific outcomes by comparing student achievement for students in company-managed schools with those of a comparable group of traditional public school students tracking students over time, testing students before and after exposure to the company's program, and controlling for differences between these groups:

- American Federation of Teachers. *Trends in Student Achievement for Edison Schools, Inc.: The Emerging Track Record.* Washington, D.C.: October 2000. <http://www.aft.org/research/edisonschoolst>

[21] United States General Accounting Office, *Insufficient Research to Determine Effectiveness of Selected Private Education Companies*, October 2002, GAO-03-11.

- Gomez, Joseph and Sally Shay. *Evaluation of the Edison Project School, Final Report, 1999-00* (portions related to parental satisfaction and involvement, and school climate). Office of Evaluation and Research, Miami-Dade County Public Schools (MDCPS). April 2001.

- Horn, Jerry and Gary Miron. *An Evaluation of the Michigan Charter School Initiative: Performance, Accountability and Impact*. Kalamazoo, Mich.: The Evaluation Center, Western Michigan University, July 2000.

- Miron, Gary and Brooks Applegate. *An Evaluation of Student Achievement in Edison Schools Opened in 1995 and 1996*. Kalamazoo, Michigan: The Evaluation Center, Western Michigan University. December 2000. <http://www.wmich.edu/evalctr/edison/edison.html>

- Shay, Sally. *A Longitudinal Study of Achievement Outcomes in a Privatized Public School: A Growth Curve Analysis* (Ph.D. dissertation).

All of the studies examined Edison, but only one (Horn and Miron, 2000) studied the effectiveness of schools managed by the other two companies. All of the studies concluded that companies either had no positive effect on student achievement or occasionally had a negative effect.

Of the five studies, one (Gomez and Shay, 2001)—based on one school in Florida—was rigorous enough to allow GAO to have confidence in the findings about the program's effectiveness in that school. GAO concluded that the other studies had methodological limitations.

The GAO was unable to use the following study (which met the criteria for inclusion) because it was published after completion of the review:

- *Achievement Performance Report: Dallas-Edison Partnership Schools 2001-02*. Dallas Division of Evaluation and Accountability, Dallas Independent School District. 2002. <http://www.aft.org/privatization/reports/index.html>

The following are examples of studies or research that did not meet the criteria for inclusion in the GAO review:

- Company-provided information such as annual reports and school performance reports.
- District of Columbia Public Charter School Board. *School Performance Reports*. Washington, D.C.: August 2001.
- Department of Research, Evaluation and Assessment, Minneapolis Public Schools. *Edison/PPL School Information Report 2000-2001*. Minneapolis, Minn.: 2001.
- Missouri Department of Elementary and Secondary Education. *Charter School Performance Study: Kansas City Charter Schools*. Jefferson City, Mo.: 2001.

Appendix D
Edison School Closings and Contract/Charter Cancellations

Edison Schools Inc. has opened and managed a total of 178 schools[22] since it began its operations with four schools in fall 1995. Beginning with the company's fifth year of operation (1999-2000) and continuing through the current 2002-03 school year, Edison has lost management contracts for 43 schools (24 percent) of the 178 schools it ever managed. The cancellation count does not include a school in San Francisco, where the school board terminated its charter with Edison, although the company continued to manage the school with a charter granted by the California State Board of Education. The cancellation figures do include voluntary closures that Edison made, including a middle school in the Academy school district in Colorado, which was closed due to poor enrollment.

Edison has had an especially poor record maintaining contracts with its earliest customers, presumably schools in which early start-up and program implementation problems would have long since been worked out. Edison has ceased to operate 30 of 64 schools (almost 47 percent) among the districts and charter boards that contracted with the company in its first four years of operation.

Below is a list of the schools that Edison no longer manages, the year in which the districts or charter boards severed their relationship with Edison, and the reasons publicly reported for the cancellation, termination or closure.

1999-2000 School Year **Total: 2 schools**

Sherman, Texas—2 schools
Reason: Too expensive, poor test scores. Nonrenewal.

2000-01 School Year **Total: 9 schools**

San Francisco, California—1 school
Reason: Money, low test scores, high teacher turnover. Early cancellation by city school board. New charter issued by state board.

Academy School District, Colorado Springs, Colorado—1 school
Reason: Edison closed school due to low enrollment. Not economically viable. Closed by Edison.

Lansing, Michigan—2 schools
Reason: Dissatisfied with service and low test scores. Nonrenewal.

[22] Our count of the number of schools reflects how Edison reports the number of schools it operates in the Annual Financial Reports of Edison Schools Inc. from 2000, 2001 and 2002. Edison employs a method of counting schools in which K-5; 6-8 and 9-12 are counted as separate schools even if they are located in the same building and even if only one grade exists in the "school."

Minneapolis, Minnesota—1 school
Reason: Disappointing test scores. Early cancellation.

Goldsboro, North Carolina—2 schools
Reason: Too expensive. Early cancellation.

Southwest Independent School District (San Antonio), Texas—2 schools
Reason: Too expensive, test scores did not improve as much as those in district schools. Early cancellation.

2001-02 School Year **Total: 19 schools**

Community Academy Public Charter School, Washington, D.C.—2 schools
Reason: Acquired by Edison when it bought the education management company Learn Now; the charter school chose to return management to its own board of trustees. Early cancellation.

Macon, Georgia—2 schools
Reason: High teacher turnover, low test scores, declining enrollments. Early cancellation.

Wichita, Kansas—2 schools
Reason: Declining enrollments, high teacher turnover, student achievement gains lagging behind those in other Wichita schools, high cost. Early cancellation.

Boston, Massachusetts—2 schools
Reason: Low student achievement, greater flexibility desired. Early cancellation.

Mount Clemens, Michigan—4 schools
Reason: Low student achievement, high costs. Early cancellation.

Minneapolis, Minnesota—1 school
Reason: Budget constraints, poor test scores, staff turnover, discipline. Early cancellation.

Minnesota Institute of Technology, St. Paul, Minnesota—1 school
Reason: A former Learn Now (a management company acquired by Edison) charter school, it chose to return management to its own board of trustees. Early cancellation.

Trenton, New Jersey—3 schools
Reason: Low student achievement, poor management. Nonrenewal.

Southwest Independent School District (San Antonio), Texas—2 schools
Reason: Too expensive, test scores low. Nonrenewal.

2002-03 School Year **Total: 14 schools**

Wintergreen Interdistrict Magnet Hamden, Connecticut—2 schools
Reason: Lack of service and training from Edison, high costs. Nonrenewal.

Wichita, Kansas—2 schools
Reason: Student achievement gains lagging behind those in other Wichita schools, high cost. Early cancellation.

Pontiac, Michigan—2 schools
Reason: Dissatisfaction with lack of academic progress. Nonrenewal.

Nash-Rocky Mount, North Carolina—1 school
Reason: Poor student achievement, high cost. Early cancellation.

Dallas, Texas—7 schools
Reason: Disappointing student achievement, high costs. Early cancellation.

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